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ABSTRACT

This guide is intended to help clarify the requirements pertaining to Continuing Education Units (CEUs) as contained in Section 10-145d-124 of the Regulations of Connecticut State Agencies (effective July 1, 1989) and to suggest some alternative ways for boards of education to meet those requirements. Topics covered by the eight sections of the guide are the following: (1) definition and discussion of key terms; (2) responsibilities of local and regional boards of education; (3) monitoring for compliance; (4) suggested procedures for implementing the CEU regulations; (5) the CEU equivalent; (6) determining the number of CEUs to award for an activity; (7) additional responsibilities that may be assumed by the CEU team; and (8) answers to commonly asked questions about CEUs. Sample forms and guidelines, as well as a summary of CEU regulations, compliance, and implementation are contained in an appendix. A short annotated bibliography is included. (Author/KC)

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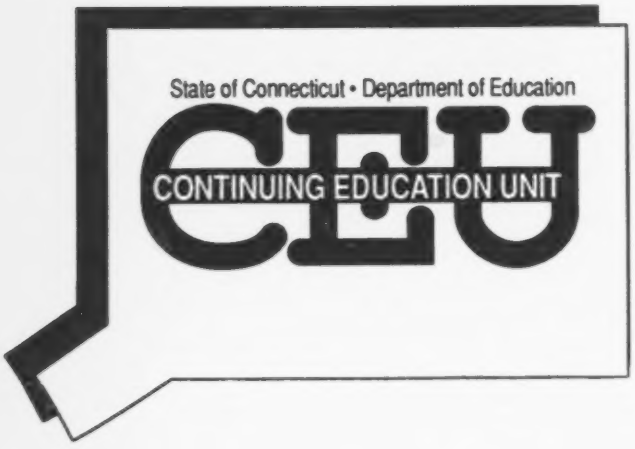

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A GUIDE

FOR LOCAL SCHOOL DISTRICTS AND REGIONAL EDUCATIONAL SERVICE CENTERS

CE055 039

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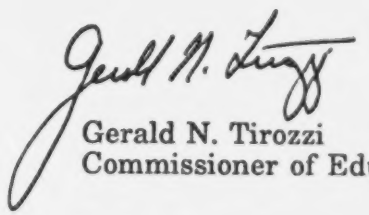
FOREWORD

In 1986, the Connecticut General Assembly enacted the Education Enhancement Act, a comprehensive educational reform package initiated by the State Board of Education and strongly endorsed by Governor William A. O'Neill. One element of this legislation changed the certification continuum for teachers from a two-tier to a three-tier sequence that culminates in the issuance of the Professional Educator Certificate.

Subsection (l) of Section 10-145b of the Connecticut General Statutes requires all employees of a board of education who hold the new Professional Educator Certificate to earn nine continuing education units (CEUs) each five years in order to continue that certificate for another five years. The legislation ensures that in the process of continuing their certification, educators participate in quality learning experiences that address their own professional needs and their districts' educational goals.

This guide is intended to help clarify the requirements pertaining to CEUs as contained in Section 10-145d-124 of the Regulations of Connecticut State Agencies (effective July 1, 1989), and to suggest some alternative ways for boards of education to meet those requirements.

The legislation and regulations recognize that Connecticut's public school teachers and administrators are serious about their ongoing professional growth and are committed to the continual improvement of instruction in Connecticut schools. I am confident that a well-managed professional development CEU program will result in the ongoing professional growth of educators and, ultimately, in the improvement of instruction for each student in Connecticut.



Gerald N. Tirozzi
Commissioner of Education

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ACKNOWLEDGMENTS

A CEU criteria advisory committee was established in 1986 to develop for the Department's consideration, a set of criteria that are comprehensive, equitable, and provide definition and direction to the CEU link with certification renewal. Its leadership and coordination were ably provided by Robert Lewandowski, chairperson, and Hal Portner, coordinator. Appreciation is offered to the committee members for the time and expertise they so generously gave in providing philosophical direction and content advice in the application of the CEU concept to educators' certification in Connecticut.

Members of the CEU advisory committee were:

Judy Boos, teacher, Fairfield Public Schools

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Special thanks are also extended to Betty Sternberg and Larry Schaefer for their insights and contributions, and to Noreen Ahern, Carol Bennett, Marjorie Bradley, Ralph Burke, Richard Butler, June Carroll, Paula Colen, Gloria Cutler, Marie Diamond, Susan Ellis, Michael Fettig, Susanna Girard, William Glass, Phyllis Green, Robert Gutzman, Donald Holt, Marcia Kenefick, Pat Krukowski, Steve Leinwand, Maggie Mahland, Marvin Maskovsky, Bob Nolte, Mary Anne Nordane, Robert Pauker, Nils Peterson, Arlene Pollack, Ellen Rollens, Muriel Schiavoni, Drew Soltys, Frank Stewart, Bradford Thompson, Marilyn Ulion, Richard Vaillancourt, Susan Wallerstein, Robert Warren, James Weiss, Mary Wilson and the many other dedicated educators who reviewed and commented on drafts, contributed ideas and examples, and helped in countless ways in the development of this guide.

Hal Portner

INTRODUCTION

> ***For certified employees of local and regional boards of education, each professional educator certificate shall be valid for five years and continued every five years thereafter upon the successful completion of professional development activities which shall consist of not less than nine continuing education units (CEUs) or their equivalent . . . (Effective July 1, 1989)***
>
> . . . Section 10-145b(l)(1) of the Connecticut General Statutes

The primary purpose of the CEU requirement is to ensure that all holders of professional educator certificates take part in significant professional development activities on a continuing basis.

A significant professional development activity is one designed to maintain, enrich or improve the skills, knowledge and abilities needed by an educator to meet a professional responsibility or interest, or to address a district or building goal. In general, only those programs that are rigorous enough and long enough to be a significant educational experience and that impart information or develop skills and abilities which are applicable to the professional field are appropriate for CEUs. The overriding consideration in determining whether a specific program qualifies for CEUs is that it contributes directly to the professional competence of an individual and moves a district, school, department or program closer to the achievement of a stated goal or objective.

As a guiding principle, the acquisition of skills, knowledge and abilities should be considered as appropriate activities for earning CEUs; not their application.

In a significant program, the content and instructional methodologies selected are consistent with stated learning outcomes, sequenced to facilitate learning, and permit opportunities for the learner to participate and to receive feedback. Statements of intended learning outcomes are logically supported by subject content. Both the learner and the instructor have a clear understanding of the intended outcomes and how they are to be achieved.

A basic assumption behind the development of activities offered for CEUs is that they are perceived as germane to the professional needs and interests of every certified staff member who will participate in those activities. When an individual considers a professional development activity to be of value, and chooses to become involved as an active participant in that activity, there is a strong likelihood that the experience will be meaningful and productive.

The pages that follow, present the Connecticut state regulations regarding the provision of CEUs or CEU equivalents for purposes of Connecticut professional education certificate continuation.

A discussion of each regulation follows its presentation. The discussion defines what is required by the regulation and suggests some ways the requirements might be addressed.

The regulations for CEUs and for Connecticut's CEU Equivalents are prescriptive to the extent necessary to ensure standards of equity and quality. At the same time, the regulations and guidelines allow enough flexibility so that unique individual and district needs and goals may be readily addressed.

We trust this guide will be useful in planning and managing an effective CEU component that will support and document significant professional development experiences for all certified staff.

DEFINITION AND DISCUSSION OF KEY TERMS

A Continuing Education Unit (CEU) is a credit awarded by an approved provider to an individual for successful completion of professional development activities based on ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

The CEU concept is designed to ensure standards of quality in the administration and programming of professional development activities. Since it is based on a determination of 10 contact hours of instruction, the CEU can be computed and recorded equitably for all formats and durations of professional development and continuing education experiences wherever the number of contact hours can be established.

The primary purpose of the CEU is to provide a permanent record of the significant professional development experiences participated in by an individual.

The CEU is a widely applied and accepted measure used nationally to recognize and reward successful participation in 'not-for-college-credit' professional development and continuing education activities. The CEU concept was developed, tested and clarified by a national task force in the early and mid-1970s. In 1977 the Council on the Continuing Education Unit, a nonprofit membership organization which grew out of the task force, was incorporated and assumed responsibility for advancing the concept and proper use of the CEU. *The Continuing Education Criteria and Guidelines,* Third Edition, published in 1986 by the Council on the Continuing Education Unit, forms the basis of the Connecticut regulations applying to CEU Providers.

A CEU Equivalent is a credit awarded by an employing agent of a board of education to its certified employees for successful completion of professional development activities based on ten contact hours of participation in a planned continuing education experience other than an activity granted CEU credit.

The CEU equivalent is designed to allow certified personnel to earn credit toward certification through independent activity. Typically, activities awarding CEUs take place within a structured format involving an instructor, presenter or facilitator. The CEU equivalent recognizes that educators can also develop professionally through a wide variety of other, less traditional activities and experiences. All or any portion of the 90 hours needed for continuation of the professional certificate each five-year period may be earned as CEU equivalents. All CEU equivalents must be preapproved by the employing agent of the local board of education.

A professional educator certificate is the last in a three-tiered continuum of certificates awarded by the State Board of Education on and after July 1, 1989 for persons completing the requirements of a provisional educator certificate.

Certified personnel employed by boards of education and who hold a standard or permanent certificate on July 1, 1989, will be eligible for a professional educator certificate; will not be required to pay an application fee to receive their professional educator certificate; and will not be required to surrender their standard or permanent certificate(s). This is the certificate educators will earn after completing the requirements of the provisional educator certificate

An Approved CEU Provider is an organization, institution, agency or company authorized in accordance with subsection (d)(1) of section 10-145d-124 of the Connecticut State Regulations on Teacher Certification to award CEUs for the purpose of continuation of the professional educator certificate.

An organization, institution or company wishing to become an approved CEU provider must apply to the Connecticut State Department of Education using the form, *Application for Approval as a Provider of Continuing Education Units*. Upon approval, the applicant will be assigned a "Provider Identification Number." The Department will publish annually an updated listing of all approved providers. Providers must be included on this listing in order for the CEUs they award to be acceptable for purposes of certification continuation. Approved providers must include the Connecticut CEU logo and may use a statement such as the following on their promotional material: "*Approved as a provider of continuing education units (CEU) by the Connecticut State Department of Education.*" Individuals are not considered providers of CEUs.

Local or regional boards of education, regional educational service centers, unified school districts, cooperative arrangements established pursuant to Section 10-158a of the Connecticut General Statutes, the regional vocational-technical school system, approved private special education facilities, and the Gilbert School, Norwich Free Academy and Woodstock Academy automatically have "approved provider" status and must adhere to the criteria required of all approved providers.

Other organizations may apply to the Connecticut Department of Education for designation as an approved provider. These include:

Local, regional, state and national educational and teacher centers.

Public and private colleges, universities and technical institutions, and public community colleges accredited by a recognized national, regional or state accrediting agency.

Local, regional, state and national professional associations and societies.

State and federal departments of education and other departments of government.

Private non-profit and for-profit organizations and companies.

The approval of an organization or agency as a provider carries with it the responsibility to offer for CEUs only courses, programs or workshops meeting specific criteria. ***CEUs awarded by an organization or agency <u>not</u> approved by the Connecticut State Department of Education as a CEU provider cannot by used by an individual for purposes of certification continuation.***

RESPONSIBILITIES OF LOCAL AND REGIONAL BOARDS OF EDUCATION AND REGIONAL EDUCATION SERVICE CENTERS AS CEU PROVIDERS

It is the responsibility of a board of education to comply with Section 10-145d-124, subsections (c) and (d) of the Regulations of Connecticut State Agencies. Following is the complete text of those sections of the regulations:

Subsection (c) Responsibilities of boards of education

(1) Each board of education shall make available annually at no cost to its certified employees not fewer than eighteen hours of professional development activities for continuing education unit credit. Such activities may be made available by a board of education directly, through a regional educational service center or cooperative arrangement with another board of education or through arrangements with any continuing education unit provider approved by the State Board of Education in accordance with subsection (d)(1) of this section.

(2) Boards of education shall grant continuing education unit credit for continuing education unit activities which the certified employees of the board of education are required to attend.

(3) Each board of education shall determine the specific professional development activities to be made available with the advice and assistance of the teachers employed by such board, including representatives of the exclusive bargaining unit for such teachers pursuant to Section 10-153b of the Connecticut General Statutes, as ammended by Sections 3 and 4 of public act 87-520 and section 12 of public act 87-499. The time and location for the provision of such activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit pursuant to said section 10-153b or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education.

4) Each board of education shall attest to the state department of education in such form and at such time as the commissioner shall prescribe, that professional development activities for which continuing education unit credit is granted by the board of education:

(A) Are planned in response to identified needs,

(B) Are provided by qualified instructional personnel, as appropriate,

(C) Have the requirements for participation in the activity shared with participants before the commencement of the activity,

(D) Are evaluated in terms of its effectiveness and its contribution to the attainment of district-wide goals, and

(E) Are documented in accordance with procedures established by the state board of education.

(5) In the event that the State Department of Education notifies the board of education that the provisions of subsection (c)(4) of this section have not been met and that specific corrective action is necessary, the board of education shall take such corrective action immediately. The state department of education shall not invalidate continuing education unit credit awarded prior to such notice.

(6) The board of education, as a CEU provider, shall meet all requirements in accordance with the provisions of subsection (d)(1) of this section.

Subsection (d) Criteria for CEU requirement for continuation of professional educator certificate:

(1) Eligibility as a provider of CEUs

To qualify as an approved provider for purposes of fulfilling requirements for continuation of professional certification, an organization, institution, board of education or state board of education, agency or company shall meet the following administrative and program criteria:

(A) Administrative criteria:

(i) The provider has identifiable staff having the authority to administer and coordinate an organized schedule of continuing education programs.

(ii) The provider, through its continuing education department or office, ensures that both the administrative and program criteria are followed for learning experiences offering CEUs.

(iii) The provider maintains an attendance system, a permanent record for each individual of each CEU awarded, and a syllabus for each course of study offered for CEUs. These records will be available to the State Department of Education upon request.

(iv) The provider provides a certificate of completion to participants who have successfully completed program activities, and produces a transcript or other appropriate evidence of completion when such evidence is requested by the individual or the State Department of Education.

(v) The provider provides or arranges for appropriate educational facilities, library or reference materials, instructional aids, and equipment consistant with the purpose, design, and intended learning outcomes of each learning experience.

(B) Program criteria:

(i) Program activities are planned in response to identified needs.

(ii) Program activities are provided by qualified instructional personnel, as appropriate.

(iii) The requirements for participation in the activities are shared with participants before the commencement of the activity.

(iv) Program activities are evaluated in terms of their effectiveness and contribution to the attainment of program goals.

(v) Program activities are documented in accordance with procedures established by the state board of education.

(2) CEU equivalent

(A) A CEU equivalent shall be preapproved and may be awarded by a board of education to its employees for successful completion of professional development activities based on ten contact hours of participation in a planned continuing education experience other than an activity granted CEU credit.

(B) The CEU equivalent may be accepted in fulfillment or partial fulfillment of the requirement for the continuing education unit.

(3) CEUs and CEU equivalents

(A) The board of education shall maintain a record of CEUs or CEU equivalents awarded by the board of education to an employee who holds or held a professional educator certificate.
(B) The determination of the number of CEUs or CEU equivalents to be awarded shall be based upon time devoted to professional development content.

(C) A professional certificate holder who transfers to another board of education shall retain CEU or CEU equivalent credit earned for that current professional certification period, and those credits shall be applicable toward those required for continuation of the certificate.

(D) Interstate certification contracts which provide for the transfer of CEUs or CEU equivalents for purposes of continuing certification shall prevail.

Monitoring for Compliance

Boards of education will be monitored by the State Department of Education to ascertain compliance with regulations pertaining to CEUs. As part of the periodic Performance Compliance Review (PCR) process conducted by the State Department of Education, a Department representative will require the following documentation supporting the board of education's compliance with Section 10-145d-124, subsections (c) and (d) of the Regulations of Connecticut State Agencies:

(Note: In this section, the regulation is in *italics* followed by the documentation required for compliance in **bold** print.)

(c)(1) Each board of education shall make available annually at no cost to its certified employees not fewer than eighteen hours of professional development activities for continuing education unit credit. Such activities may be made available by a board of education directly, through a regional educational service center or cooperative arrangement with another board of education or through arrangements with any continuing education unit provider approved by the State Board of Education in accordance with subsection (d)(1) of this section.

Documentation for Compliance to (c)(1)

√ **A listing of the specific dates and times made available by the board of education for professional development activities for CEUs during the current year and each of the previous years covered by the compliance review period.**

√ **An explanation of how the 18 hours of required professional development activities for CEUs is being provided annually by the board of education at no cost to its certified employees.**

(c)(2) Boards of education shall grant continuing education unit credit for continuing education unit activities which the certified employees of the board of education are required to attend.

Documentation for Compliance to (c)(2)

√ **A listing of all CEU activities which certified employees were required to attend during the current year and each of the previous years covered by the compliance review period.**

√ **Validation that appropriate CEU credit was granted for successful participation to those required to attend such activities.**

(c)(3) Each board of education shall determine the specific professional development activities to be made available with the advice and assistance of the teachers employed by such board, including representatives of the exclusive bargaining unit for such teachers pursuant to Section 10-153b of the Connecticut General Statutes, as ammended by Sections 3 and 4 of public act 87-520 and section 12 of public act 87-499. The time and location for the provision of such activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit pursuant to said section 10-153b or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education.

Documentation for Compliance to (c)(3)

√ **Written description of how the advice and assistance of the teachers employed by the board took place as required during the current year and each of the previous years covered by the compliance review period.**

√ **The name(s) of the representative(s) of the exclusive bargaining unit(s) for teachers and administrators who were involved in the determination of the specific professional development activities to be made available for CEUs during the current year and each of the previous years covered by the compliance review period.**

(c)(4) Each board of education shall attest to the state department of education in such form and at such time as the commissioner shall prescribe, that professional development activities for which continuing education unit credit is granted by the board of education:

(A) Are planned in response to identified needs,

(B) Are provided by qualified instructional personnel, as appropriate,

(C) Have the requirements for participation in the activity shared with participants before the commencement of the activity,

(D) Are evaluated in terms of its effectiveness and its contribution to the attainment of district-wide goals, and

(E) Are documented in accordance with procedures established by the state board of education.

Documentation for Compliance to (c)(4)(A)-(E)

√ **A copy of the form, 'Proposal for a Professional Development Activity for CEUs' for each activity presented for CEUs during the current year and each of the previous years covered by the compliance review period, incliuding attached resume(s) of presenter(s), a signed activity approval form and a completed activity closure form.**

(c)(6) The board of education, as a CEU provider, shall meet all requirements in accordance with the provisions of subsection d)(1) of this section.

(d)(1) Eligibility as a provider of CEUs

To qualify as an approved provider for purposes of fulfilling requirements for continuation of professional certification, an organization, institution, board of education or state board of education, agency or company shall meet the following administrative and program criteria:

(A) Administrative criteria:

(i) The provider has identifiable staff having the authority to administer and coordinate an organized schedule of continuing education programs.

Documentation for Compliance to (d)(A)(i)

√ **The name and title of the individual designated by the superintendent to manage the district's CEU efforts (CEU Manager).**

(ii) The provider, through its continuing education department or office, ensures that both the administrative and program criteria are followed for learning experiences offering CEUs.

Documentation for Compliance to (d)(A)(ii)

√ **A written description of the procedures developed for internal monitoring of compliance to the administrative and program criteria.**

(iii) The provider maintains an attendance system, a permanent record for each individual of each CEU awarded, and a syllabus for each course of study offered for CEUs. These records will be available to the State Department of Education upon request.

Documentation for Compliance to (d)(A)(iii)

√ **Description of the attendance system in use, including any specific procedures, forms and verification processes.**

√ **A description of the system used to keep records for each individual of each CEU awarded.**

√ **A copy of the form, 'Proposal for a Professional Development Activity for CEUs' along with attached resumes of presenters and signed approval and closure forms for every activity presented for CEUs during the current year and each of the previous years covered by the compliance review period.**

(iv) The provider provides a certificate of completion to participants who have successfully completed program activities, and produces a transcript or other appropriate evidence of completion when such evidence is requested by the individual or the State Department of Education.

Documentation for Compliance to (d)(A)(iv)

√ **Sample certificate and transcript.**

(v) The provider provides or arranges for appropriate educational facilities, library or reference materials, instructional aids, and equipment consistant with the purpose, design, and intended learning outcomes of each learning experience.

Documentation for Compliance to (d)(A)(v)

√ **Assessment of facilities and materials by participants, or description of materials on the form, "Proposal for a Professional Development Activity for CEUs."**

---

(2) CEU equivalent

(A) A CEU equivalent shall be preapproved and may be awarded by a board of education to its employees for successful completion of professional development activities based on ten contact hours of participation in a planned continuing education experience other than an activity granted CEU credit.

(B) The CEU equivalent may be accepted in fulfillment or partial fulfillment of the requirement for the continuing education unit.

Documentation for Compliance to d)(2)(A) and (B)

√ **Locally developed policies, procedures and forms that relate to preapproval, validation and awarding of CEU eqiovalents.**

√ **Examples of proposals for CEU equivalent credit that have been approved, completed and credit awarded.**

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(3) CEUs and CEU equivalents

(A) The board of education shall maintain a record of CEUs or CEU equivalents awarded by the board of education to an employee who holds or held a professional educator certificate.

(B) The determination of the number of CEUs or CEU equivalents to be awarded shall be based upon time devoted to professional development content.

Documentation for Compliance to d)(3)(A) and (B)

√ **A description of the system by which the board of education keeps records for each individual to whom it awards CEUs and CEU equivalents.**

√ **Examples of records that show CEUs and CEU equivalents awarded were based on the time devoted to professional development content at the rate of 10 hours equaling 1 CEU or CEU equivalent.**

√ **Reviewer access to the CEU record keeping system.**

SUGGESTED PROCEDURES FOR IMPLEMENTING THE CEU REGULATIONS (The CEU Team)

(d)(A)(i) The provider has identifiable staff having the authority to administer and coordinate an organized schedule of continuing education programs.

(d)(A)(ii) The provider, through its continuing education department or office, ensures that both the administrative and program criteria are followed for learning experiences offering CEUs.

(c)(3) Each board of education shall determine the specific professional development activities to be made available with the advice and assistance of the teachers employed by such board, including representatives of the exclusive bargaining unit for such teachers pursuant to Section 10-153b of the Connecticut General Statutes, as ammended by Sections 3 and 4 of public act 87-520 and section 12 of public act 87-499. . . .

In order for a board of education to address the above regulatory requirements, it should strongly consider implementating the following two recommendations:

- **The local board of education should designate one individual as the person responsible for managing the CEU program.**

The designated CEU program manager should have the time and resources needed to be accountable and to carry out the responsiblities for the program's development and implementation at the district level.

It is strongly recommended that the person responsible for the professional development program and the CEU manager be one and the same. It is critical that these efforts be integrated and suppportive of one another.

- **The district's representative professional development committee established under C.G.S. 10-220a(b) - the legislation governing the five-year plan for professional development, - should work closely with the designated CEU manager and share in the program's decision making and implementation processes.**

At the discretion of the local board of education, a written policy may be developed that outlines the functions, structure and philosophy of the local CEU Team (i.e., the CEU manager, professional development committee chairperson and professional development committee members). Such a document will help clarify roles and identify who has responsibility for establishing and implementing various procedures.

The major functions of the local CEU Team are:

I. to establish and oversee procedures for pre-approval and verification of programs and activities offered for CEU credit;

II. to establish and oversee procedures and criteria for pre-approval and verification of programs and activities undertaken for CEU equivalent credit;

III. to develop and maintain local CEU record keeping procedures;

IV. to communicate local and state CEU policies and procedures to staff; and

V. to arrange for appropriate resources needed to run the CEU program and its activities.

The following section discusses each of the regulations of Section 10-145d-124, subsections (c) and (d) of the Connecticut regulations concerning state educator certificates, permits and authorizations, and offers suggestions for their implementation by the local CEU Team.

Carrying out the Responsibilities Associated with the CEU Program

(c)(1) Each board of education shall make available annually at no cost to its certified employees not fewer than eighteen hours of professional development activities for continuing education unit credit. Such activities may be made available by a board of education directly, through a regional educational service center or cooperative arrangement with another board of education or through arrangements with any continuing education unit provider approved by the State Board of Education in accordance with subsection (d)(1) of this section.

This mandate may be addressed by a district in a number of ways. For example:

a. A district may schedule professional development activities for CEUs during contractual professional development full or half workdays during which students are not in attendance and for which certified staff are paid and required to attend.

b. CEUs may be awarded for appropriate activities scheduled during non-contractual time such as early mornings, late afternoons, evenings, weekends, holidays or vacations.

c. Cooperative arrangements may be made between or among LEAs or RESCs to provide activities for CEUs during times agreeable to all involved. This arrangement can be especially advantageous for smaller districts that want to offer activities to meet the needs of individual or small groups of teachers and administrators. For example, five districts, each having only a few art, music, psychology, library media and physical education teachers, can each agree to offer a program in one of these areas and open participation at no cost to appropriate staff from the other four districts.

Whatever method or combination of methods is employed to address the ". . . not fewer than eighteen hour" requirement, no direct cost shall accrue to any certified staff member as a condition of participation. If, however, an individual elects to participate in or undertake an approved CEU or CEU equivalent activity in addition to or instead of one or more offered at no cost by a board of education, the board is not obligated to pay any associated cost; although it is not prohibited from doing so.

(c)(2) Boards of education shall grant continuing education unit credit for continuing education unit activities which the certified employees of the board of education are required to attend.

If a certified employee of a board of education is required to participate in a CEU-approved activity, whether offered by that board or some other provider, CEUs must be awarded to that individual and recorded appropriately. The local CEU Team should develop procedures to assure that this requirement is met. For example, along with notice that participation in a particular activity for which CEUs will be awarded is required, the individual should also be notified that CEUs will be awarded and recorded for that individual upon successful completion, and that each individual is advised to contact the provider of the activity if no CEU certificate of completion is received within a reasonable amount of time.

It is important to note that there may be activities required of professional staff for which CEUs will not be granted. Whether certified employees will receive CEUs for a required activity is determined by whether or not an activity meets program criteria. For instance, participants at a required session on preparing the budget would not be eligible for CEUs since the workshop is on administrative procedures. However, participants in a well designed and required workshop on AIDS would receive CEUs.

> ***(c)(3) Each board of education shall determine the specific professional development activities to be made available with the advice and assistance of the teachers employed by such board, including representatives of the exclusive bargaining unit for such teachers pursuant to Section 10-153b of the Connecticut General Statutes, as ammended by Sections 3 and 4 of public act 87-520 and section 12 of public act 87-499. The time and location for the provision of such activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit pursuant to said section 10-153b or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education.***

The local professional development committee, established under the "Guidelines for Professional Development in Local School Districts" approved by the Connecticut State Board of Education on May 2, 1984, already provides, in most districts, bargaining unit representation and broad-based involvement in determining professional development activities. In many instances, those committee members have acquired experience in providing professional development activities. Therefore, it is recommended that members of the professional development committee be among those included in determining needs and planning programs for CEUs.

The determination of the overall time and location for the provision of these activities is not the responsibility of the CEU Team. The particular time-of-day and specific site of each activity is, of course, the province of the board of education.

> ***(c)(4) Each board of education shall attest to the state department of education in such form and at such time as the commissioner shall prescribe, that professional development activities for which continuing education unit credit is granted by the board of education:***

(c)(4)(A) Are planned in response to identified needs

The professional development committee is the logical group to identify needs since it is already doing so under the requirements of the five-year professional development plan.

The purpose of identifying learning needs is to ensure that the planned activity contributes directly to the goals or objectives of the district or building; the participant's professional competence; or is relevant to the learner's ongoing job requirements. The key to effective needs assessment is the identification of the gap between what the learner knows or can do and what the learner needs to

know or do. The documentation produced by needs assessment becomes the basis for developing learning outcomes and evaluating effectiveness.

(c)(4)(B) Are provided by qualified instructional personnel, as appropriate

The instructor or presenter, in order to be considered qualified, must have at least the following qualifications:

1. Competence in the subject matter;
2. Understanding of the purpose and intended learning outcomes of the continuing education experience;
3. Knowledge and skill in the instructional methodologies and processes to be used with adult learners; and
4. Ability to communicate the educational content to the participants at an appropriate level.

A resume of the instructor(s) or presenter(s) of each activity presented for CEUs must be available to the State Department of Education upon request.

(c)(4)(C) have the requirements for participation in the activities shared with participants before the commencement of the activity

The requirements for satisfactory participation should be established prior to the offering of the program or activity. Participants must be informed, in writing, of those requirements in advance and should know ahead of time that only those who meet those requirements will earn CEUs.

Since CEUs are based on contact hours, attendance is always included as a measure of satisfactory completion. Successful participation may also include some combination of performance and attendance such as demonstrating a particular learning, performing some task related to the activity, or producing some type of outcome or product.

(c)(4)(D) are evaluated in terms of its effectiveness and its contribution to the attainment of district-wide goals

Planning for the evaluation of a professional development activity or program begins at the same time the learning objectives are being established. This is when the professional development committee defines its expectations of what the participant will get out of the experience. The CEU Team in collaboration with professional development committee must ensure that evaluation takes place. Planners should also determine the process they will use to evaluate the extent to which those intended outcomes were achieved and to what degree those learnings will relate to district or program goals. Before deciding which evaluation method to use, however, planners should consider who will use the information and how they will use it.

(c)(4)(E) Are documented in accordance with procedures established by the state board of education.

The form, **Proposal for a Professional Development Activity for CEUs,** must be used by all providers for each activity for which it offers CEUs. The form provides the basis for determining and verifying whether a proposed activity meets the requirements of Sections (c)(4)(A-D) of the regulations. If the CEU Team decides to offer the proposed activity for CEUs, the completed form must be available to the state department of education on request any time up to five years after the completion of the activity.

A copy of the required form, **Proposal for a Professional Development Activity for CEUs**, suitable for duplication, appears in the Appendix together with guidelines for its completion, criteria for judging the proposed activity's appropriateness for CEUs, activity approval and validation forms, and several samples of properly completed forms.

(c)(5) In the event that the State Department of Education notifies the board of education that the provisions of subsection (c)(4) of this section have not been met and that specific corrective action is necessary, the board of education shall take such corrective action immediately. The state department of education shall not invalidate continuing education unit credit awarded prior to such notice.

It is the responsibility of the CEU Management Team to assure that the activities it offers for CEUs are planned in response to identified needs; are provided by qualified instructional personnel, as appropriate; have the requirements for participation in the activity shared in writing with participants before the commencement of the activity; are evaluated in terms of its effectiveness and its contribution to the attainment of district-wide goals; and are documented in accordance with procedures established by the state board of education.

If one or more of these requirements are determined by the State Department of Education not to have been addressed, the Department will notify the board of education (or other approved provider) what corrective action is necessary and offer appropriate technical assistance to help rectify the situation. The board of education will be given a date by which corrective action must be taken. If such corrective action is not taken by the required date, the board will be found to be out of compliance with regulations and will be subject to whatever penalties that apply at the time. Approved providers other than boards of educations will lose their approved status if corrective action is not taken by the required date.

Any CEU awarded by an organization prior to having been declared out of compliance, shall be held harmless and continue to be valid. The Department will publish and distribute to all school districts, the name of any board of education or other provider whose subsequent CEUs will be invalid pending correction of any out of compliance areas.

(c)(6) The board of education, as a CEU provider, shall meet all requirements in accordance with the provisions of subsection (d)(1) of this section.

(d)(1) Eligibility as a provider of CEUs

To qualify as an approved provider for purposes of fulfilling requirements for continuation of professional certification, an organization, institution, board of education or state board of education, agency or company shall meet the following administrative and program criteria:

(A) Administrative criteria:

(i) The provider has identifiable staff having the authority to administer and coordinate an organized schedule of continuing education programs.

(ii) The provider, through its continuing education department or office, ensures that both the administrative and program criteria are followed for learning experiences offering CEUs.

Subsections (D)(A)(1 and 2) were discussed earlier in this guide (see page 12).

(d)(1)(A)(iii) The provider maintains an attendance system, a permanent record for each individual of each CEU awarded, and a syllabus for each course of study offered for CEUs. These records will be available to the State Department of Education upon request.

A designated person (the professional development coordinator or the workshop presenter are suggested) verifies and reports that each participant in a given activity has attended all or part of that activity, has met any other specified requirements for satisfactory completion, and is (or is not) to be awarded CEUs. The CEU Team should develop an effective attendance-taking system that will verify the attendance of any given individual in any CEU activity it offers.

Although no particular attendance keeping method is required, an effective procedure would most likely incorporate a 1) pre-registration, 2) check-in, and 3) check-out process. For example, the district CEU Team would pre-register individuals, enter registrants in the recordkeeping system, and generate a class list for the presenter. The activity presentor would be given a roster of registrants with instructions as to its use. Examples of such a attendance keeping form appear in the Appendix.

Permanent records that indicate the number of CEUs awarded each participant for each successfully completed activity must be maintained by each approved provider. A provider may develop and maintain its own CEU recordkeeping system or use the one the Connecticut State Department of Education will make available to an approved provider on request. The CEU recordkeeping software applications and programs available from the Department are compatible only with **IBM (or IBM clones 100% compatible with IBM/DOS)**, the personal computer systems determined to be most likely used by potential providers. A computer with at least 512K of memory and a 20 megabite hard disc is needed to accomodate the recordkeeping software provided by the Department. The hardware and

operating system required to run the application is not provided by the State Department of Education; only the application and program software. The software has been custom designed and will produce CEU Certificates of Completion, individualized transcripts and a number of other reports and forms. While these records may be maintained by either the providing organization or a contracted service, the organization awarding the CEUs bears the primary responsibility to the State for the maintenance and availability of permanent records.

> ***(d)(1)(A)(iv) The provider provides a certificate of completion to participants who have successfully completed program activities, and produces a transcript or other appropriate evidence of completion when such evidence is requested by the individual or the State Department of Education.***

Each individual must receive from the CEU provider from which CEUs were earned, a valid record of completion in the form of a document called a **CEU Certificate of Completion**. A **CEU Certificate of Completion** is validated when stamped by the provider with its official stamp. Only approved providers can use an official stamp which displays the Connecticut CEU logo and the provider's I.D. number.

It is the responsibility of each approved provider of CEUs to issue within 90 days of completion of an activity for which it awards CEUs, a **CEU Certificate of Completion** to each individual who has successfully participated in that professional development activity. Each **CEU Certificate of Completion** will specify:

- the name and identification number of the approved CEU provider;
- the name and Social Security number of the recipient of the CEUs;
- the title, identification number and date of completion of the professional development activity; and
- the number of CEUs awarded for successful participation in that activity.

The computerized CEU software available from the State Department of Education will produce certificates of completion containing the above information.

An approved CEU provider must maintain permanent records of all CEUs it awards and, upon request, produce a current, individualized transcript of all CEUs it has awarded. The provider may charge a fee for transcripts. It is suggested that access to those records be controlled (by a password requirement on a computerized record keeping system, for example).

The following information, subject to the State of Connecticut Freedom of Information Act, must be included on each CEU transcript:

- The name, assigned identification number, telephone number and address of the approved provider;
- The name and Social Security number of the individual participant to whom the CEUs have been awarded;
- The title(s) and assigned identification number(s) of the activity(ies) for which the CEU(s) have been awarded;
- The completion date of each listed activity;
- The number of CEUs awarded for each activity; and
- The total number of CEUs awarded for the activities listed.

(d)(1)(A)(v) The provider provides or arranges for appropriate educational facilities, library or reference materials, instructional aids, and equipment consistant with the purpose, design, and intended learning outcomes of each learning experience.

The CEU Team has the responsibility to provide comfortable facilities with appropriate lighting, temperature, seating, and ventilation. Sufficient reference materials and other needed resources are to be made available as needed.

The learning environment is affected by the number of participants as well as by the quality of the physical facilities. The maximum number of participants for a case-oriented discussion program, for example, should be considerably less than for a lecture program. The CEU Team should determine the maximum number of participants for each activity and control registration so as not to exceed that number.

(d)(1)(A)(vi) The provider makes available, at such time and in such manner as the State Department of Education shall require, documentation of compliance with the provisions of these regulations.

Boards of education will be monitored for compliance as part of the periodic Performance Compliance Review process conducted by the State Department of Education. Other approved providers will be required to submit documents for review as part of its annual reapplication process. The documents to be reviewed for compliance include a) the "Proposal for a Professional Development Activity for CEUs" for every activity presented for CEUs during the current year and each of the previous years covered by the compliance review period including attached resume(s) of presenter(s), a signed activity approval form and an activity closure form describing each activity offered for CEUs by the provider; b) participant attendance records; and c) recordkeeping output products such as sample transcripts and **CEU Certificates of Completion**.

THE CEU EQUIVALENT

(2)(A) A CEU equivalent shall be preapproved and may be awarded by a board of education to its employees for successful completion of professional development activities based on ten contact hours of participation in a planned continuing education experience other than an activity granted CEU credit.

(2)(B) The CEU equivalent may be accepted in fulfillment or partial fulfillment of the requirement for the continuing education unit.

Only a board of education can award CEU equivalents; and only to its own certified employees. All CEU equivalents must receive prior approval. Approval is by the employing agent of a board of education. In most cases, in order to ensure equity, fairness and standards, the superintendent of schools, acting as the board's agent, will designate a specific person or committee to carry out the approval function for all CEU equivalent proposals. It is suggested that either the professional development committee, a sub-committee of that group, or a central office administrator should be designated to fullfill this responsibility.

Although a board of education can establish policies defining the specific activities that may or may not be approved for CEU equivalents, it is suggested that CEU equivalents be awarded for the agreed upon contact hours devoted to the following general types of professional development activities for which CEUs cannot otherwise be granted:

1. Planned independent study resulting in a verifiable outcome;
2. Conversion of college and university credit;
3. Portions of projects or committee responsibilities that involve the individual in specific and verifiable learning experiences;
4. Development of a professional development workshop offering CEUs to participants;
5. Planned educational research resulting in publication or some other verifiable outcome, product or application;
6. Cooperative or out-of classroom work experiences that are structured to enhance the professional knowledge, skills and abilities of educators; and
7. Participation in workshops and conferences not presented by approved CEU providers.

CEU equivalents awarded to individuals are entered into the district's CEU recordkeeping system and are counted exactly as are CEUs.

No specific form on which to propose an activity for CEU equivalents is required by regulations. The way in which an activity is proposed for CEU equivalents or the design of a form on which an individual proposes activities for CEU equivalents is at the discretion of the local district. See the Appendix for examples of forms on which to propose CEU equivalent activities.

The LEA is also responsible for establishing the criteria for approval of specific activities proposed for CEU equivalents. In general, approvable CEU equivalent activities should have quality standards akin to those required for CEU approval (e.g. need to be addressed, learning objectives, description of activities, total contact hours, and evaluation design or verifiable outcome).

Examples of kinds of activities that are **not** appropriate for CEU equivalents as well as for CEUs include:

Orientation programs for staff;

Meetings for policy-making purposes;

Business meetings of agencies, societies and associations;

Committee work or projects where skills are applied, not acquired; and

Portions of faculty meetings that deal with business, procedural, policy, and routine building and logisitcal matters.

The CEU Team should also establish procedures to be followed when an application for approval of a proposed independent activity for CEU equivalents is submitted. It is suggested that the procedures specify such details as:

- When will applications be accepted (e.g., any time during the school year or some specified date.)
- To whom are applications submitted (e.g., original and one copy to the building staff development representative, the staff development office or the principal.)
- Who will review applications (e.g., initially reviewed by a subcommittee of the district-wide professional development committee which then forwards the application, with comments, to the assistant superintendent for action.)
- When will applications be reviewed (e.g., applications received by the 15th of each month will be reviewed by the district committee at its following monthly meeting. The screening committee will review the application within 30 days of the full committee's review and the individual submitting the application will be notified as to its status within the following two-week period.)
- By what criteria will applications be reviewed (e.g., by criteria established by the district professional development committee and approved by the superintendent.)
- Who ultimately grants or denies approval (e.g., the employing agent or his/her designee is the person to grant or deny applications for CEU equivalents.)

DETERMINING THE NUMBER OF CEUs TO AWARD FOR AN ACTIVITY

(3)(B) The determination of the number of CEUs or CEU equivalents to be awarded shall be based upon time devoted to professional development content.

One Continuing Education Unit (CEU) is awarded for each 10 contact hours of instruction included in a specified continuing education program or activity. The number of contact hours of instruction and appropriate CEU[s] to be awarded are determined prior to conducting a learning experience and only after the purpose and intended learning outcomes, requirements for satisfactory completion, content and content level, format, instructional methodology, instructional staff, and time schedule have been established. A decision to award CEUs for an activity must be made prior to offering the program.

The 60 minute clock hour is used as the contact hour in all continuing education experiences. Only the number of complete instructional hours is considered in assigning CEU[s]. For example, 1.7 CEU[s] are assigned for a learning experience with a total of 17, 17.50, or 17.75 contact hours. Any fractional portion of an instructional hour calculated for the total program or activity is disregarded. . . . To determine the number of contact hours, count the hours in the program, and subtract refreshment breaks, lunches, and other activities not directly part of the instructional experience.

. . . Calculations of contact hours involved in a continuing education experience may include classroom or meeting session time with direct participation between the learner and instructor, activities that use methods of instruction such as independent study [as in the case of Connecticut CEU equivalents], directed reading, or project-based assignments.

The following and similar activities are ***not*** included when calculating the number of instructional contact hours for any continuing education experience:

- [Unassigned or unsupervised] time for study, . . . reading, and other related activities outside the classroom or meeting schedule;
- Meeting time devoted to business or committee activities;
- Meeting time devoted to announcements, welcoming speeches, or organizational reports;
- Time allocated to social activities, refreshment breaks, luncheons, receptions, dinners, and so forth.

. . . from *The Continuing Education Unit Criteria and Guidelines*, third edition, 1986, pages 12 and 13. Used with permission of the Council on the Continuing Education Unit, 1101 Connecticut Avenue, N.W., Washington, D.C. 20036. All reference to CEUs also applies to Connecticut CEU Equivalents.

An activity or program may extend for several sessions over a period of several weeks or months. In such a case, only one **CEU Certificate of Completion** per participant is necessary for the whole activity, and the total number of CEUs awarded would be based on the number of contact hours involved during the entire series of sessions. For example, a program consisting of six weekly two-and-a-half-hour sessions, would award 1.5 CEUs and one certificate of completion.

In activities proposed through the either the CEU or the CEU equivalent process, the number of hours devoted to ***learning*** should be the criteria used to determine the number of CEUs awarded.

For example, consider the case of a curriculum task force that requires 60 hours of involvement from its each of its members. The plan for the task force might involve 20 hours of exploring and debating issues in that discipline before the actual curriculum occurs. In this case, a school district may offer 2.0 CEUs for the learning part of the project. CEUs are not awarded for the writing of the curriculum document since that is ***applying*** the learning.

Learning, which may include the acquisition of knowledge, skills, competencies and attitudes or attributes can count in the CEU system; ***application*** of learning cannot.

ADDITIONAL RESPONSIBILITIES THAT MAY BE ASSUMED BY THE CEU MANAGEMENT TEAM

The regulations for CEUs and for Connecticut's CEU equivalents are prescriptive to the extent necessary to ensure standards of equity and quality. At the same time, the regulations allow enough flexibility so that a district can take the responsibility to address some of its own unique situations and needs in its own way. Some of the areas where local districts have the flexibility to develop their own operational policies, procedures and forms have been discussed earlier. Following are additional responsibilities that may be assumed by the local CEU Management Team.

Recording CEUs Earned by Certified Staff from Providers Other Than the Board of Education

When an individual is awarded CEUs for successful participation in a CEU activity offered by any approved provider, those CEUs shall be applicable toward the continuation of that individual's professional educator certificate. However, regulations require a board of education to maintain records only for the CEUs it awards.

Even though it is not required by regulations, there are some reasons for a local CEU Management Team to consider recording the CEUs awarded to their local staff by other providers. These reasons include:

- to provide individual staff members with periodic reports of their CEU status,
- to provide a source of data for career incentive and recognition programs,
- to provide data for professional development needs assessments, and
- to provide a mechanism to alert the district and the individual of any potential certification loss that would impact on future employment status.

If a decision is made to record CEUs earned outside of the district, the CEU Team will need to establish a procedure to capture all such instances. One way would be to require, as local policy or regulation, that a copy of all **Certificates of Completion** received from outside providers be filed with the CEU Manager.

Awarding CEUs for Participation in Less Than the Complete Activity

Normally, the objectives of a well planned professional development activity require a selected instructional procedure over a predetermined period of time. Participating in only a portion of such a well planned activity means that the objectives have not been met and the awarding of partial credit is not appropriate. However, a district's CEU Management Team may establish guidelines to allow for extenuating circumstances. For example, the guidelines might allow less than full credit under specific conditions such as illness or defined emergencies.

Following is a Sample Local Guideline on Awarding CEUs for Partial Completion of an Activity:

Objectives of a well planned professional development activity require a selected instructional procedure over a predetermined period of time. Participating in only a portion of a well planned activity means the learning objectives have not been met. (_____ school district) encourages it staff to participate fully in all professional development activities.

However, (_____ school district) understands that occasionally; an illness or emergency will prevent a professional staff member from completing an activity.

Requests for exemption from the requirement of full participation for a certificate of completion, should be sent to _____ for consideration.

If an exemption is granted, the following criteria will apply:

If a professional development activity is less than five hours in length, a person must attend the full program to receive a CEU certificate of completion. Less than full participation will result in no certificate of completion.

If a professional development activity is more than five hours, a person must complete more than five hours or seventy five percent of the program, whichever is more, in order to receive a CEU certificate of completion for only the actual time of participation.

(Note: the guideline presented above is only an example. Each school district should devlop its own guidelines and procedures.)

Communicating Local and State CEU Policies and Procedures to Staff

It is vital that each certified staff member knows and understands the obligations and opportunities associated with the CEU program. The CEU Team should conduct informational sessions at least once each year for all staff during which local and state policies and procedures are reviewed and discussed. In addition, it is reccommended that local CEU information, policy and procedures be made available to staff in writing.

State of Connecticut
Department of Education
Division of Curriculum and Professional Development

ANSWERS TO COMMONLY ASKED QUESTIONS ABOUT CEUs

1. WHO MUST EARN CEUs?

Beginning July 1, 1989, you must earn CEUs if:

a) you are employed by a board of education* , and

b) you hold a professional educator certificate.

Note that initial and provisional certificate holders are not required to earn CEUs.

2. WHAT IS A CEU?

CEU stands for "Continuing Education Unit." CEUs are awarded for the successful completion of professional development experiences. Only CEUs awarded by providers approved by the State Department of Education may be used to fulfill the certification requirements. Each CEU is based on 10 contact hours of educational experience.

3. WHY ARE CEUs REQUIRED?

The primary purpose of the CEU requirement is to ensure that all holders of professional educator certificates take part in significant professional development activities on a continuing basis. State law requires the successful completion of 9 CEUs every 5 years in order for a holder to maintain a professional educator certificate.

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*Board of education" is defined as a local or regional board of education, regional educational service center, unified school district, cooperative arrangement established pursuant to Section 10-158a of the Connecticut General Statutes, the regional vocational-technical school system, approved private special education facility, and the Gilbert School, Norwich Free Academy and Woodstock Academy.

4. WHAT IS A CEU EQUIVALENT?

A CEU equivalent is a CEU which a board of education may award to any of its employees for the successful completion of professional development activities which are not necessarily offered by an approved CEU provider. Examples of such equivalent activities include independent study and course work taken at a college or university. Like the CEU, a CEU equivalent is based on ten contact hours of participation in a planned continuing education experience. Unlike CEUs, CEU equivalents must receive prior approval by the employing agent of a board of education and can only be awarded by a board of education to its own employees.

5. HOW MANY CEU EQUIVALENTS MAY AN INDIVIDUAL EARN TOWARD THE 90 HOUR REQUIREMENT?

Any combination of CEUs and CEU equivalents can be used toward the 90 hour requirement. In fact, all 90 hours may be earned as CEU equivalents.

6. I AM CURRENTLY EMPLOYED AND HOLD A STANDARD (PERMANENT) CERTIFICATE. HOW WILL I APPLY FOR AND RECEIVE MY PROFESSIONAL EDUCATOR CERTIFICATE BY JULY 1, 1989?

Beginning in the Spring of 1989, the State Department of Education will be sending a short application form to your superintendent or chief executive officer who will distribute the form to you, collect it from you, and send it on to the Bureau of Certification and Accreditation at the State Department of Education. Based on the information it has on you and the information in your application, the State Department of Education will print a professional educator certificate with the appropriate endorsement(s) on it and send it to your superintendentwho will give it to you prior to July 1, 1989.

7. HOW WILL I KNOW BY WHEN I MUST COMPLETE THE 9 CEUs, AND HOW WILL I APPLY FOR CONTINUATION OF MY CERTIFICATE?

Each professional educator certificate holder has 5 years from the date of issuance to complete the 9 CEUs. For example, each certificate issued on July 1, 1989, will have printed on it a "Continuation Date" of July 1, 1994. Assuming the person serves under this certificate in the employ of a board of education for the ensuing 5 year period and earns all necessary CEUs, the person must then, on or before July 1, 1994, apply directly to the State Department of Education to have the certificate "continued" for another 5 year period.

8. WILL THERE BE A FEE TO GET MY PROFESSIONAL EDUCATOR CERTIFICATE IN JULY, 1989, OR ON ANY OF THE CONTINUATION DATES THEREAFTER?

No.

9. WHAT HAPPENS IF I AM EMPLOYED BY A BOARD OF EDUCATION FOR THE FULL 5 YEARS AND DO NOT COMPLETE ALL 9 CEUs BY JULY 1, 1994?

Your professional educator certificate is not continued, and you may not continue to teach. You may become eligible for reinstatement of the professional educator certificate once the continuing education requirement is met, provided that application for such reinstatement and fulfillment of the CEU requirements are completed within five years after the continuation date. However, if you finish earning your CEUs beyond the five year period past the continuation date, you will not be eligible for a professional educator certificate but may become eligible for initial certification provided you meet all preparation and eligibility requirements in existence at the time of application.

10. WHAT HAPPENS TO MY CEUs AND CERTIFICATE IF I TAKE A LEAVE OF ABSENCE IN THE MIDDLE OF A 5-YEAR PERIOD?

Reissuance of the certificate can occur. If, on or before your continuation date, you apply to the State Department of Education, you will be reissued the certificate for a period of five years minus the number of years served under it in the employ of a board of education, provided such application is made within five years of the continuation date. All continuing education units taken during the first issuance period will be applied toward fulfillment of the continuing education requirement in the reissuance period. However, if you apply more than 5 years after the continuation date, you will not be eligible to have the professional educator certificate reissued. However, if you meet all preparation and eligibility requirements in existence at the time of application, you may be eligible for an initial educator certificate.

11. SUPPOSE I AM ISSUED A PROFESSIONAL EDUCATOR CERTIFICATE ON JULY 1, 1989 BUT I AM NOT EMPLOYED BY A BOARD OF EDUCATION THROUGHOUT THE ENSUING 5 YEAR PERIOD. WHAT WILL HAPPEN TO ME ON MY CONTINUATION DATE?

If you are not employed by a board of education during the ensuing 5 year period but you do earn your 9 CEUs, your certificate will be continued upon application to the Bureau of Certification and Accreditation.

If you are not employed by a board of education during the ensuing 5 year period and have not earned your 9 CEUs on the continuation date, you will be reissued the certificate for one additional 5 year period. After two consecutive 5 year periods have elapsed under these circumstances your professional educator certificate will not be renewed. However, if you meet the preparation and eligibility requirements in existence at the time of the application, you will be eligible to apply for an initial educator certificate.

12. IF I COMPLETE MY CEUs IN LESS THAN 5 YEARS AND I AM EMPLOYED, WHAT SHOULD I DO?

You are advised to apply to the State Department of Education for continuation of your certificate within 6 months of its continuation date. Be sure to apply before the continuation date so that your certificate will not lapse.

13. ARE NONPUBLIC AND UNEMPLOYED TEACHERS WHO HOLD STANDARD OR PERMANENT CERTIFICATES REQUIRED TO EARN CONTINUING EDUCATION UNITS TO MAINTAIN CERTIFICATION?

No. The state does not require certification to teach in nonpublic schools. However, nonpublic school and unemployed holders of standard or permanent certificates are advised to hold on to their standard or permanent certificates until they are employed by a local board of education. At the time a teacher holding a standard or permanent certificate commences employment in a public school district, he or she must have applied for and obtained a professional educator certificate from the State Department of Education to replace the standard or permanent certificate.

14. DO I NEED TO EARN 9 CEUs FOR EACH ENDORSEMENT I HOLD?

No. It is the professional educator certificate that is continued every five years. All endorsements which are part of that certificate are continued along with the certificate.

15. HOW DO I EARN CEUs?

CEUs are earned by participating in professional development activities presented by providers approved by the Connecticut State Department of Education or through the CEU equivalent process.

16. WHAT KIND OF PROFESSIONAL DEVELOPMENT ACTIVITIES QUALIFY FOR CEUs?

In general, professional development activities qualifying for CEUs are ones designed to maintain, enrich or improve the skills, knowledge and abilities needed by an educator. Specifically, activities qualifying for CEUs:

a. are planned in response to identified needs,
b. are provided by qualified instructors, as appropriate,
c. have requirements for participation in the activity shared with participants prior to commencement of the activity,
d. are evaluated in terms of effectiveness and contribution to the attainment of program goals,
e. are documented in accordance with procedures established by the Connecticut State Board of Education, and
f. are offered by Connecticut State Department of Education approved providers or obtained through the CEU equivalent process.

17. WHO IS RESPONSIBLE FOR MAINTAINING RECORDS CONCERNING EARNED CEUs?

The primary recordkeeping responsibility is yours, the certificate holder. An approved provider will award you a CEU certificate of completion when you have met the program's requirements. You must have a CEU certificate of completion to verify that you have successfully completed a CEU program. Providers will maintain backup records that are available to you upon request, but the primary recordkeeping responsibility is yours.

18. MAY CEU EQUIVALENTS BE AWARDED FOR PRESENTING A PROFESSIONAL DEVELOPMENT PROGRAM?

Presenters of professional development programs for which participants receive CEUs are eligible to receive CEU equivalents for preparation or presentation of the program as determined by local board of education policy.

19. MAY CEUs BE AWARDED FOR ATTENDANCE AT AN ANNUAL PROFESSIONAL ASSOCIATION CONFERENCE?

If the organization sponsoring the conference is an approved CEU provider, CEUs may be awarded by that organization for those activities meeting established criteria. If the sponsoring organization is not an approved provider, CEU equivalents may be awarded by the local school district if preapproved.

20. WHAT IS AN APPROVED CEU PROVIDER?

An approved CEU provider is an organization, institution, agency or company authorized by the Connecticut State Department of Education to award CEUs.

21. WHO MONITORS THE PROVIDERS OF CEUs?

The CEU policies and practices of boards of education will be monitored by the Connecticut State Department of Education on a triennial basis as a part of its comprehensive monitoring process (program compliance review). The Connecticut State Department of Education will conduct periodic program audits of all other approved providers of CEUs.

22. WHAT HAPPENS IF THE STATE REVOKES APPROVAL OF A CEU PROVIDER?

All CEUs awarded to participants prior to the date of revocation remain valid.

23. MUST MY DISTRICT PAY FOR THE COST OF MY PARTICIPATION IN ACTIVITIES TO EARN CEUs?

No. The law requires each school district annually to ". . . make available at no cost to its certified employees not fewer than eighteen hours of professional development activities for continuing education unit credit." If an individual chooses to participate in other or additional activities for CEUs, the burden of the cost rests with the individual educator.

24. WHAT WOULD HAPPEN TO MY CEUs IF I GOT A JOB IN ANOTHER SCHOOL DISTRICT?

When you move from employment in one Connecticut school district to another, CEUs and CEU equivalents already accrued for continuation of your professional educator certificate remain valid. Reciprocity with other states requiring professional development activities for ongoing certification will follow whatever interstate arrangements prevail at the time.

25. IF I EARN MORE THAN 9 CEUs DURING A 5-YEAR PERIOD, CAN I CARRY THE ADDITIONAL AMOUNT OVER INTO THE NEXT 5-YEAR PERIOD?

No. CEUs earned during one five-year certificate span cannot be applied toward requirements of a subsequent five-year period. No CEU earned prior to July 1, 1989 can be applied toward certification requirements.

26. CAN I RECEIVE CEU CREDIT FOR BEING A MENTOR, ASSESSOR OR COOPERATING TEACHER?

You may not receive CEU credit for serving in the mentor teacher, cooperating teacher or assessor capacity, but you may receive CEU credit for the training components of these programs.

27. CAN FRACTIONAL CEUs BE AWARDED?

Yes. CEUs are awarded for contact hours of participation in a total program. Ten (10) contact hours equal one CEU. Therefore, 14 contact hours would be recorded as 1.4 CEUs. Partial hours are not eligible. A 6.5 hour program, for example, only receives 0.6 CEU (6 contact hours) not 0.65. Two separate 2.5 hour sessions presented as a unified program on the same topic may award a total of 0.5 CEU.

BIBLIOGRAPHY

The Continuing Education Unit Criteria and Guidelines, third edition, 1986. Available from the Council on the Continuing Education Unit, 1101 Connecticut Avenue, N.W., Washington, D.C. 20036. ☎ (202) 857-1122

Principles of Good Practice in Continuing Education, 1984. Report of the CCEU Project to Develop Standards and Criteria for Good Practice in Continuing Education. Available from the Council on the Continuing Education Unit, 1101 Connecticut Avenue, N.W., Washington, D.C. 20036. ☎ (202) 857-1122

Note: Approved providers must own, have access to, or otherwise be familiar with the two publications above.

The Connecticut Human Resource Bank (HRB) is a free-access, computerized database that allows anyone with a computer and modem to identify hundreds of consultants who are available to conduct a wide variety of professional development programs. Every public school district in Connecticut has been provided with an HRB User's Manual. Information about the HRB may be obtained by calling the Professional Development Unit, Bureau of Curriculum and Instruction, Connecticut State Department of Education. ☎ 566-5409

APPENDICES

Answers to Commonly Asked Questions about CEUs - Part 2

The 18 hour requirement

1. **BEGINNING JULY 1, 1989, WHAT AGENCIES ARE REQUIRED TO OFFER TO THEIR CERTIFIED STAFF NOT FEWER THAN 18 HOURS OF PROFESSIONAL DEVELOPMENT, AT NO COST TO THE STAFF?**

A. All boards of education must offer at no cost to their certified employees not fewer than 18 hours of professional development activities for continuing education unit (CEU) credit. "Board of education" is defined in subsection (i) of Section 10-145d-100 of the Regulations of Connecticut State Agencies as a local or regional board of education, regional educational service center, unified school district, cooperative arrangement established pursuant to Section 10-158a of the Connecticut General Statutes, the regional vocational-technical school system, approved private special education facility, and Gilbert School, Norwich Free Academy and Woodstock Academy.

2. **WHAT DOES "AT NO COST" MEAN?**

A. "At no cost" means that no fees, tuition or expenses for related materials are charged by a board of education to its certified employees for participation in the activities provided by the board.

3. **MAY A BOARD OF EDUCATION SUBSTITUTE CEU EQUIVALENTS FOR THE 18 HOURS OF PROFESSIONAL DEVELOPMENT ACTIVITIES REQUIRED ANNUALLY?**

A. No. Subsection (l) of Section 10-145b of the Connecticut General Statutes specifically requires boards of education to offer not fewer than 18 hours annually of professional development activities for CEU credit. While CEU equivalents must be available to certified staff and are of equal value to CEUs, they are not a substitute for, but rather a supplement to, the required 18 hours.

4. MUST A BOARD OF EDUCATION OFFER THE REQUIRED 18 HOURS OF PROFESSIONAL DEVELOPMENT ACTIVITIES FOR CEUs TO ALL ITS CERTIFIED EDUCATORS OR JUST TO EDUCATORS WITH A PROFESSIONAL EDUCATOR CERTIFICATE?

A. A board of education must offer not fewer than 18 hours of activities for CEUs annually to <u>all</u> certified educators it employs. However, only those certified employees with a Professional Educator Certificate must earn nine CEUs every five years in order to continue their professional certificates.

5. WHEN MAY A BOARD OF EDUCATION PROVIDE ITS 18 HOURS OF PROFESSIONAL DEVELOPMENT ACTIVITIES FOR CEUs?

A. A board of education may offer its 18 hours for CEUs at any time and location it determines, unless limited by provisions of a collective bargaining contract, in which case the board is obligated to comply with those provisions. It is the position of the State Board of Education that time and location are not mandatory subjects of bargaining. However, if a board of education agrees to negotiate time and location, it is bound by the resulting contractual provisions.

<u>CEU activities held during the regular school day</u>

6. MUST CEUs BE AWARDED BY A BOARD OF EDUCATION TO ITS CERTIFIED STAFF FOR SUCCESSFUL PARTICIPATION IN AN ACTIVITY THAT QUALIFIES FOR CEUs IF THAT ACTIVITY TAKES PLACE DURING THE REGULAR SCHOOL DAY?

A. Yes, provided the activities qualify for CEUs as specified in the regulations.

<u>Approved providers</u>

7. WHO WILL APPROVE AN APPLICATION TO BECOME A CEU PROVIDER?

A. The State Department of Education will approve applications for CEU provider status based on the recommendation of a screening committee composed of teachers and administrators. All boards of education are approved providers and are exempt from the application process.

8. DOES A PERSON SELECTED BY A BOARD OF EDUCATION AS A PRESENTER AT A PROFESSIONAL DEVELOPMENT ACTIVITY FOR CEUs NEED TO APPLY TO THE STATE DEPARTMENT OF EDUCATION TO BECOME AN APPROVED PROVIDER?

A. No. The board of education is the approved provider. As such, it is responsible for selecting qualified presenters.

The starting date

9. IS IT POSSIBLE TO AWARD CEUs FOR A PROFESSIONAL DEVELOPMENT ACTIVITY WHICH BEGAN PRIOR TO JULY 1, 1989 AND CONCLUDES AFTER JULY 1, 1989?

A. No. The new certification continuum is effective on July 1, 1989. Therefore, all professional development activities that will count toward the continuation of a Professional Educator Certificate must begin on or after July 1, 1989.

Collaborating for the provision of CEUs

10. WHAT IS REQUIRED FOR TWO OR MORE BOARDS OF EDUCATION TO COLLABORATE ON THE OFFERING OF PROGRAMS FOR CEUs?

A. A written agreement must be executed that defines the responsibilities of each board of education, including which one will serve as provider. The board of education acting as the provider must approve activities for CEUs, monitor quality, be responsible for attendance, issue certificates of completion and, upon request, provide CEU transcripts.

11. IN A COLLABORATION OF SEVERAL BOARDS OF EDUCATION, IS IT NECESSARY THAT ONLY ONE BOARD BE THE PROVIDER?

A. No. For example, in a collaboration among three boards that will sponsor nine activities, it is possible that each board is designated as the provider for three activities.

In any configuration of collaboration, the key is that a written agreement must exist which defines the responsibilities of each collaborator including which one will be the provider for each activity.

12. CAN A COLLABORATIVE EFFORT COUNT TOWARD THE 18 HOURS OF CEUs THAT BOARDS OF EDUCATION ARE REQUIRED TO OFFER?

A. Yes, provided there is a written agreement among the collaborating boards of education to that effect.

CEU equivalents

13. MUST A BOARD OF EDUCATION MAKE THE CEU EQUIVALENT ACCESSIBLE TO ITS TEACHERS?

A. Yes. Each board of education is responsible for making CEU equivalent opportunities available to its staff who hold Professional Educator Certificates. This includes having an application, application approval and activity verification process in place.

CEU managers

14. WHAT ARE THE MAJOR RESPONSIBILITIES OF THE CEU MANAGER?

A. While the CEU manager may oversee many of the ongoing details of the CEU program, the major responsibilities of the CEU manager are:

a. to determine that professional development activities offered for CEUs meet the programmatic criteria of the regulations;

b. to ensure that the CEU program meets the administrative requirements of the regulations; and

c. to ascertain that professional development activities and programs that award CEUs address the needs of the school district.

15. WHO MAY BE A CEU MANAGER?

A. Anyone appointed by the superintendent of schools may serve as a CEU manager. Many superintendents have appointed as CEU manager the same individual who manages the five-year plan for professional development and the professional development entitlement grant.

PROPOSAL FOR A
PROFESSIONAL DEVELOPMENT ACTIVITY FOR CEUs

Name of Approved Provider _____ **Provider No.** _____

Title of Activity _____

Name of Presenter(s) (if applicable)_____
[ATTACH RESUME(S)]

Need to be Addressed_____

_____

_____

How was the Need Identified? (optional)
(Check all that apply)

___**Factual Data** ___**Requested**

___**Goals/Objectives** ___**Anticipated** ___**Mandated** ___**Felt/perceived**

___**Other** (describe) _____

_____

Target Audience (optional)_____

Maximum Enrollment (optional) _____

Learning Outcomes: As a result of taking part in this activity, participants will

•

•

•

Requirements for Successful Participation:

Description of Activity as it would appear in an Announcement or Brochure (optional):

PROPOSAL FOR A PROFESSIONAL DEVELOPMENT ACTIVITY FOR CEUs

Design or Outline of Activity (list agenda and time schedule):

TOTAL CONTACT HOURS ☐
Include only instructional time. See Guidelines for details.

Special Facilities, Equipment or Materials to be used _____

Evaluation Methodology (Check all that apply): ___Reaction survey ___Discussion

___Followup Survey ___Observation ___Statistical Analysis

___Other (describe) _____

_____

Will a followup activity to this proposed one be offered? (optional) ___Yes ___No

If Yes, please provide a brief description below:

NOTE: If the above activity is offered for CEUs, this form, the attached resume(s), the form completed after reviewing the proposal, and the form completed after the activity has taken place, must be available to the state department of education on request any time up to three years after the completion of the activity.

CEU Activity Proposal

DECISION FORM

This section is to be completed by the CEU Program Manager after reviewing the proposal

Title of Activity _____

Activity Number Assigned
See Guidelines for directions on assigning activity numbers.

☐☐☐ - ☐☐ - ☐☐☐ - ☐☐☐

Comments:

This is eligible as an activity for which CEUs can be awarded.

Date _____ Signature _____

CEU Activity

RECORD OF COMPLETION

This section is to be completed by the CEU Program Manager when the activity has been completed

Completion date of activity _____ Number of participants awarded CEUs _____

Number of CEUs awarded each participant _____ Evaluation completed ☐ Yes ☐ No

Attendance data entered in computer (date)_____ Activity file closed (date)_____

CEU Vouchers issued to participants (date)_____ Signature _____

GUIDELINES FOR COMPLETING THE PROPOSAL FOR A PROFESSIONAL DEVELOPMENT ACTIVITY FOR CEUs

The proposal may be completed by the provider alone; the person or persons who will instruct or lead the activity; or as a collaborative effort. For example, the provider may prefer to complete the Approved Provider, Provider No. , Need to be Addressed, How was the Need Identified, and Target Audience sections. The other sections of the form might then be completed by the instructor alone or in collaboration with the provider.

HOW TO FILL OUT EACH SECTION

Name of Approved provider — Enter the name of the organization, institution, agency or company authorized by the Connecticut State Department of Education to award CEUs for the purpose of continuing the professional educator certificate.

Provider number — Indicate the 3-digit number assigned to the above approved provider by the Connecticut State Department of Education (town code for LEAs and RESCs).

Title of Activity — Provide a title that indicates the main purpose of the activity. It should be a specific rather than general title. For example, if the session focuses only on "teaching students note-taking skills to improve comprehension," say so. It would be inappropriate to entitle the activity simply, "Study Skills."

Name of Presenter(s) — List the person or persons, if any, who will teach, facilitate or lead the proposed activity. Attach the resume or some other attestation of qualifications, for each presenter listed. The instructor is a key ingredient in the learning process in any group program. Therefore, it is imperative that providers exercise great care in selecting instructors and use those who have at least the following qualifications:

1. Competence in the subject matter;
2. Understanding of the purpose and intended learning outcomes of the continuing education experience;
3. Knowledge and skill in the instructional methodologies and processes to be used with adult learners; and
4. Ability to communicate the educational content to the participants at an appropriate level.

Need to be Addressed — Indicate the need which the activity will address. The purpose of identifying learning needs is to ensure that the planned activity contributes directly to the goals or objectives of the district or building; the participant's professional competence; or is relevant to the learner's ongoing job requirements. The key to effective needs assessment is the identification of the gap between what the learner knows or can do and what the learner needs to know or do. The documentation produced by the needs assessment becomes the basis for developing learning outcomes.

For example, if most homework assignments in a text require students only to answer factual questions, and teachers want to learn to design assignments which take students into higher levels of thinking, a statement of need may read: "Currently, most homework assignments focus predominately on literal questions from texts. Students are not motivated to generalize from those facts. Teachers have expressed an interest to acquire new ways to challenge students with assignments that require higher levels of thinking."

How was the Need Identified? (optional)

Describe the process by which the need was identified by checking all areas that apply. The following examples will help define each process.

Factual Data	e.g. Examination of test results. Dropout or absentee rates. Changes in local demographics.
Requested	e.g. Classroom teachers express specific need for assistance in mainstreaming. Building administrators ask for update in legislation relating to teacher liability when on field trips with students. Department heads want to learn about the "cooperative learning" model.
Goals/Objectives	e.g. Addressing district or building goal statements. Supporting individual objectives developed through the teacher evaluation process. Developing staff understanding and application of state teacher competencies.
Anticipated	e.g. Curriculum committee plans to introduce new science program. District moving from Jr. High to Middle School concept.
Mandated	e.g. State law requires staff development in area of health and safety. Local board policy requires all staff to upgrade understandings of cultural and racial diversity.
Felt/perceived	e.g. Results of written opinion survey or questionnaire. Concerns identified through a series of group discussions.

Target Audience (optional)

Name the classifications of participants who would benefit most from the activity. For example: "Classroom teachers, grades 3-6, reading specialists and elementary special education teachers."

Learning Outcomes

List not more that 3 conditions or situations that are expected once the activity has been completed or its learnings implemented. The outcomes should address the identified need and be specific rather than general. Wherever possible, the learning outcomes should describe expectations for the participant in terms of the enhancement of their own professional growth or in terms of how the activity might impact on the participants' classroom, students, colleagues, staff, community, district or school.

Requirements for Successful Participation

Indicate what is required in terms of successful participation in order to be awarded CEUs. Requirements for successful participation are always based on a predetermined number of contact hours. It may also be based on a combination of attendance and some other verifiable outcome such as participants sharing, demonstrating or using what they have learned.

Design or Outline of Activity Approach this section as though you were developing a lesson plan. List the specific topic and units that make up the activity and the amount of time to be devoted to each. Indicate times devoted to breaks and meals.

Total Contact Hours Indicate the total hours of classroom session time involving direct participation between the learner and instructor, and any supervised or structured reading or project development assigned for out-of-class time.

The following and similar activities are not included when calculating the number of contact hours but are to be included in the outline unless otherwise indicated:

- Unassigned or unsupervised time for study, reading, and other related activities outside the classroom or meeting schedule (do not include in outline);
- Meeting time devoted to business or committee activities;
- Meeting time devoted to announcements, welcoming speeches, or organizational reports;
- Time allocated to social activities, refreshment breaks, luncheons, receptions, dinners, and so forth.

Materials to be Used (This information is optional) Indicate the kind of handouts, texts or other consumable materials required. Also indicate any unusual equipment or facility needs.

Evaluation Indicate how outcomes will be determined. Check all items that apply. Use the following definitions as guides.

Reaction survey	A checklist or questionnaire will be administered during or immediately following an activity or program.
Discussion	A representative group of participants will get together at a designated interval after the activity to share experiences related to their participation.
Followup Survey	A structured questionnaire will be administered to participants several weeks or months subsequent to the end of the activity.
Observation	Participants will be observed implementing learnings.
Statistical Analysis	Comparative methodoligies such as "effect size" or other pre/post measures will be administered.

In order for the approved provider to consider offering CEUs for this proposed activity, all except the optional items must be completed.

(This is an optional form to assist the reviewer)

PROPOSAL FOR A PROFESSIONAL DEVELOPMENT ACTIVITY FOR CEUs

REVIEW CRITERIA

Title of Activity _____

1.	Is there an identified need?	Yes	No	N/A
2.	Is there a qualified presenter(s)?	Yes	No	N/A
3.	Is the appropriate target audience identified?	Yes	No	N/A
4.	Do the Learning outcomes address the identified need?	Yes	No	N/A
5.	Are the materials appropriate for the activitiy' s design?	Yes	No	N/A
6.	Does the outline or description provide a clear indication of what will take place, what participants can expect from taking part in this activity and what is required in order to be awarded CEUs?	Yes	No	N/A
7.	Are the number of hours proposed appropriate to the activity's design and learning outcomes?	Yes	No	N/A
8.	Do the total contact hours reflect "classroom" time only with breaks, meals, travel and outside application time deducted?	Yes	No	N/A
9.	Does the evaluation plan relate to the learning objectives?	Yes	No	N/A

Assessment of overall quality:

ASSIGNING I.D. NUMBERS TO ACTIVITIES GRANTING CEUs

Assigned numbers for activities are 11 digits as follows:

1st 3 digits: for LEAs and RESCs, the **town code number** (for other providers, their assigned ID number), followed by a dash.

Digits 4 and 5: the current fiscal year, followed by a dash.

Digits 6, 7 and 8: the three-digit number most closely describing the topic of the activity (see the list of topics on following 2 pages), followed by a dash.

Final 3 digits - the next number of a chronological sequence for the year for that particular topic, beginning with 01.

Example: 220-90-046-003

Provider # | Took place FY '90 | Music activity | Third music activity of year

Example: 387-90-946-010

Provider # | Took place FY '90 | CEU EQUIVALENT Music activity | Tenth music activity of year

6th, 7th and 8th Digits of CEU Activity Code

CODE	TOPIC
001	ADULT EDUCATION
002	AGRICULTURE
003	ALTERNATIVE SCHOOLS
004	ART
005	ASSESSOR TRAINING
006	BUSINESS EDUCATION
007	CAREER EDUCATION
008	CLASSROOM MANAGEMENT
009	COMMUNICATION SKILLS
010	COMMUNITY AND SCHOOLS
011	COMPUTERS AND OTHER TECHNOLOGY
012	CONNECTICUT COMMON CORE
013	CONNECTICUT TEACHING COMPETENCIES
014	CONSUMER EDUCATION
015	COOPERATIVE LEARNING
016	COOPERATIVE WORK
017	CREATIVITY
018	CULTURAL DIVERSITY
019	CURRICULUM DEVELOPMENT PROCESS
020	DEVELOPMENTAL STAGES, ADULTS
021	DEVELOPMENTAL STAGES, STUDENTS
022	DRUGS AND ALCOHOL
023	EARLY CHILDHOOD
024	EFFECTIVE SCHOOLS
025	EFFECTIVE TEACHING AND INSTRUCTIONAL STRATEGIES
026	ENGLISH AS A SECOND LANGUAGE
027	ENVIRONMENTAL EDUCATION
028	EVALUATION OF PROGRAMS
029	EVALUATION OF STAFF
030	FOREIGN LANGUAGE
031	GIFTED AND TALENTED
032	GUIDANCE AND COUNSELING
033	HEALTH OCCUPATIONS
034	HEALTH AND SAFETY
035	HOME ECONOMICS
036	INTERPERSONAL SKILLS
037	LANGUAGE ARTS
038	LEARNING STYLES
039	LIBRARY AND MEDIA
040	LISTENING
041	MANAGEMENT SKILLS
042	MARKETING EDUCATION
043	MATHEMATICS
044	MENTORING
045	MOTIVATION
046	MUSIC
047	NUTRITION AND FOOD SERVICES
048	PEER COACHING
049	PHYSICAL EDUCATION
050	READING
051	RESTRUCTURING SCHOOLS
052	SCHOOL APPROVAL AND ACCREDITATION
053	SCHOOL PSYCHOLOGY

6th, 7th and 8th Digits of CEU Activity Code (continued)

054	SCIENCE
055	SELF ESTEEM
056	SEX EDUCATION
057	SEX EQUITY
058	SOCIAL STUDIES
059	SPECIAL EDUCATION
060	STRESS MANAGEMENT
061	STUDY SKILLS
062	SUPERVISION SKILLS
063	TECHNOLOGY EDUCATION
064	TESTING
065	THEATER
066	THINKING SKILLS
067	TIME MANAGEMENT
068	VOCATIONAL TRADES AND SHOP
069	WRITING
070	OTHER

Use **9** rather than 0 followed by the last two digits of the appropriate topic above to designate a **CEU equivalent activity.**

EXAMPLE

PROPOSAL FOR A PROFESSIONAL DEVELOPMENT ACTIVITY FOR CEUs

Name of Approved Provider Smithville Public Schools **Provider No.** 0198

Title of Activity Building Engaging Applications of Mathematics into Other Disciplines

Name of Presenter(s) Newton Descartes **[ATTACH RESUME(S)]**

Need to be Addressed Students are often unable to apply a mathematical concept into other contextual frameworks. Teachers need to make mathematics instruction more relevant and engaging by incorporating application of mathematics into all instruction.

How was the Need Identified? (optional)
(Check all that apply)

___**Factual Data** ___**Requested**

___**Goals/Objectives** ___**Anticipated** ___**Mandated** _X_**Felt/perceived**

_X_**Other** (describe) State Department of Education "Key Issues" list

Target Audience (optional) 7-12 grade mathematics teachers

Learning Outcomes: As a result of taking part in this activity, participants will

- incorporate applications of mathematics into their classes;
- become familiar with sample lessons from the state's "Guide to Curriculum Development in Applied Mathematics"; and
- create and demonstrate at least one sample lesson involving applications of mathematics.

Requirements for Successful Participation: Ongoing participation and involvement culminating in the development and demonstration of at least one sample lesson.

Description of Activity as it would appear in an Announcement or Brochure (optional):

This series of 5 workshops will focus on relevant and engaging problems drawn from everyday applications of mathematics. The material will deal with implementing the recommendations of Connecticut's "Guide to Curriculum Development in Applied Mathematics" including applications that involve arithmetic, algebra, geometry, and data organization and interpretation.

PROPOSAL FOR A PROFESSIONAL DEVELOPMENT ACTIVITY FOR CEUs

Design or Outline of Activity (list agenda and time schedule):

Session	Agenda	Time
1 (9:00-3:00)	Introduction to curriculum guide, discussion of major strands, and workshop goals and objectives.	1 hour plus 40 min. lunch & two 10 min. breaks.
	Arithmetic Strand: The uses of numbers, the adjustment of numbers to fit settings, associating arithmetic operations with physical world phenomena. Discussion of 10 sample lesson plans.	4 hours
2	Geometry and Measurement Strand:	
	Using direct measurements	1 hour
	Using Euclidean & coordinate geometry	1 hour
	Using maximum-minimum relationships	1 hour
	8 sample lesson plans	2 hours plus 40 min. lunch & two 10 min. breaks.
3	Algebra Strand: Use language of algebra and evaluate formulas, graphs and problem-solving strategies.	2 hours
	Calculator order of operations.	1 hour
	6 sample lesson plans	2 hours plus 40 min. lunch & two 10 min. breaks.
4	Data Organization and Interpretation Strand:	
	Classifying or identifying patterns.	1 hour
	Tables, charts, graphs and arrays.	1 hour
	Simple probability & statistical techniques.	1 hour
	7 sample lesson plans, concluding remarks and plans for follow-up sessions	2 hours plus 40 min. lunch & two 10 min. breaks.

TOTAL CONTACT HOURS Include only instructional time. See Guidelines for details. **20**

Special Facilities, Equipment or Materials to be used "Guide to Curriculum Development in Applied Mathematics", the "Guiness Book of World Records," & presenter-developed handouts.

Evaluation Methodology (Check all that apply): X **Reaction survey** ___ **Discussion**

___ **Followup Survey** ___ **Observation** ___ **Statistical Analysis**

X **Other** (describe) Quality of participation, number and quality of sample lessons created and demonstrated.

Will a followup activity to this proposed one be offered? (optional) X **Yes** ___ **No**

If Yes, please provide a brief description below: A 5-hour session to: 1) share results of classroom application, 2) to explore using problem solving strategies to solve a range of problems requiring mathematical applications, 3) to use both inductive and deductive reasoning to solve problems, and 4) to add additional sample lesson plans to repertory.

NOTE: If the above activity is offered for CEUs, this form, the attached resume(s), the form completed after reviewing the proposal, and the form completed after the activity has taken place, must be available to the state department of education on request any time up to three years after the completion of the activity.

EXAMPLE

PROPOSAL FOR A PROFESSIONAL DEVELOPMENT ACTIVITY FOR CEUs

Name of Approved Provider Regional District #21 **Provider No.** 0221

Title of Activity Higher-order Questioning Strategies

Name of Presenter(s) Dr. Frank Pierce **[ATTACH RESUME(S)]**

Need to be Addressed Classroom discussions reflect mostly lower-order questions with a minimum of student participation. Teachers need to acquire strategies to increase both the quantity and quality of student involvement in class discussion.

How was the Need Identified? (optional)
(Check all that apply)

___**Factual Data** ___**Requested**

___**Goals/Objectives** ___**Anticipated** ___**Mandated** ___**Felt/perceived**

X **Other** (describe) Analysis of teacher evaluation observations.

Target Audience (optional) K-12 teachers

Learning Outcomes: As a result of taking part in this activity, participants will

- write both higher- and lower-order questions for an upcoming teaching unit.
- learn to use "wait time" to increase the quality of student response to questions.
-

Requirements for Successful Participation: Attendance at both sessions of the activity, and development of a set of lower and higher-order questions for use with future teaching units.

Description of Activity as it would appear in an Announcement or Brochure (optional):

Participants will write a set of higher-order questions (application, analysis, synthesis, evaluation) and lower-order questions (factual, recall, comprehension) for an upcoming instructional unit. They will also identify how to increase the quality of student responses and develop strategies to increase student attention and participation.

PROPOSAL FOR A PROFESSIONAL DEVELOPMENT ACTIVITY FOR CEUs

Design or Outline of Activity (list agenda and time schedule):

Two 4-hour sessions, one month apart, will be conducted. The first hour-and-a-half of the first session will be devoted to an overview of the workshop followed by the viewing of selected video tapes dealing with questioning and wait time techniques. The last two hours (after a 15 minute break) will focus on an analysis of the tapes and the writing of higher-order questions (total of 3 1/2 contact hrs. for the 1st session).

During the second 4-hour session, participants, in teams of 3, will analyze 15 minute video taped segments of their own classes based on the questions developed during the prior session. They will use presenter-developed forms to guide small group discussions of the types of questions asked, how wait time was used, and how student participation was encouraged. The session will include a half-hour break and a half-hour review of strategies and techniques (total of 3 1/2 contact hrs. for the 2nd session).

TOTAL CONTACT HOURS 7
Include only instructional time. See Guidelines for details.

Special Facilities, Equipment or Materials to be used ASCD video tapes, participant produced taped segments, and presenter-produced analysis forms.

Evaluation Methodology (Check all that apply): X **Reaction survey** ___ **Discussion**

___ **Followup Survey** ___ **Observation** ___ **Statistical Analysis**

X **Other** (describe) Analyses of classroom applications.

Will a followup activity to this proposed one be offered? (optional) ___ **Yes** X **No**

If Yes, please provide a brief description below:

NOTE: If the above activity is offered for CEUs, this form, the attached resume(s), the form completed after reviewing the proposal, and the form completed after the activity has taken place, must be available to the state department of education on request any time up to three years after the completion of the activity.

INDEPENDENT STUDY PLAN
FOR CEU EQUIVALENTS

SAMPLE

Name _____

NEED: **(Describe the need you want to address)**

OUTCOMES: **(What do you hope to accomplish? How will you verify those accomplishments to your supervisor?)**

PROBLEMS/SOLUTIONS: **(What barriers, resistance, interruptions or obstacles might you encounter as you carry out your plan? How might you avoid or deal with the problems which you've just enumerated?)**

Problem	Solution

SAMPLE

RESOURCES: **(What will you need to implement this plan? i.e., People, time, equipment, material, etc.)**

ACTIVITIES, TASKS and TIME LINES: (List in sequence the steps you will take.)

Activities & Tasks	Start	End	Hrs.

SAMPLE

Estimated Total of CEU Equivalents:

COSTS: (Itemize the expenses you plan to incur as you implement your plan)

SAMPLE

BENEFITS: (List the benefits [tangible and intangible] you expect to derive from achieving your objectives.)

COMMITMENT, APPROVAL & COMPLETION: (Your signature constitutes the tangible commitment you will have toward the implementation of your independent study plan. By signing your name, you are saying in effect that you seriously intend to invest the time and energy needed to reach your objectives.)

In signing below, I agree to make the commitment of time and energy needed to develop and carry out this independent study plan.

(Name of proposer)	(signature)	(Today's Date)

(Name of Approver)	(Signature)	(Today's Date)

RECORD OF COMPLETION: CEU Equivalents Awarded ☐

(Signature of Approver)	(Date of Completion)

INDEPENDENT STUDY PLAN FOR CEU EQUIVALENTS

EXAMPLE

Name John S.

NEED: (State the need you want to address)

Although I have been generally successful in my teaching, my students usually have had the most difficulty with mathematics. I feel that the computer has the potential to motivate my students in math.

My experience with computers is limited. Also, I don't know of any computer software that would be appropriate for my students.

OBJECTIVES: (What do you hope to accomplish? How will you verify those accomplishments to your supervisor?)

1. By the end of January, I will use standard word processing and data-base programs on the computer to prepare assignments and keep class records.

2. By April 15, I will have selected at least 2 computer programs for use with my class.

3. By September 1, I will have developed a unit for my class that will employ computers in the instruction of mathematics.

4. By January 15, I will have trained 4 of my colleagues in the implementation of the new unit.

PROBLEMS/SOLUTIONS: (What barriers, resistance, interruptions or obstacles might you encounter as you carry out your plan? How might you avoid or deal with the problems which you've just enumerated?)

Problem	Solution
1. Availability of a computer on which to practice.	1. Arrange to take a computer home overnight or weekends.
2. Possible waste of time and effort through "reinventing the wheel."	2. Identify and visit other teachers who have already developed math units using computers.
3. Locating appropriate software.	3. Contact SDE for catalogs and samples.

RESOURCES: (What will you need to implement this plan? i.e., People, time, equipment, material, etc.)

1. Colleagues in my own and other districts.
2. State department of education math and computer consultants.
3. A professional library of books, periodicals and software.

ACTIVITIES, TASKS and TIME LINES: (List in sequence the steps you will take.)

	Activities & Tasks	Start	End	Hrs.
1.	Acquire a word processing and data base tutorial package and devote an average of 4 hours per week becoming familiar with the programs.	Oct. 1	Jan. 30	48
2.	Set up a database system to record and sort student grades. (application of skills: no hrs. apply)	Feb. 1	Apr. 15	-
3.	Attend "Technology in Education Conference." Count only session dealing with topic.	Oct. 1	June 15	4
4.	Develop a curriculum unit for teaching mathematics with computers. (Application: no hrs.)	May 1	Sept. 1	-
5.	Develop a 6 hour workshop for training colleagues in the implementation of the new unit.	Oct. 1	Jan. 15	12
	Estimated Total Hours:			64

COSTS: (Itemize the expenses you plan to incur as you implement your plan)

$50. for conference registration,
$6.00 for travel, and $200.00 worth of
software. Total estimated cost: $256.

BENEFITS: (List the benefits [tangible and intangible] you expect to derive from accomplishing your objectives)

I will benefit personally and professionally by being able to function comfortably on the computer and thus be better organized in writing and record keeping. The district would have me as a computer resource person. My students would learn math more effectively.

COMMITMENT, APPROVAL & COMPLETION: (Your signature constitutes the tangible commitment you will have toward the implementation of your independent study plan. By signing your name, you are saying in effect that you seriously intend to invest the time and energy needed to reach your objectives.)

In signing below, I agree to make the commitment of time and energy needed to develop and carry out this independent study plan.

John S.	John S	July 6, 1989
(Name of proposer)	(signature)	(Today's Date)
(Name of Approver)	(Signature)	(Today's Date)

RECORD OF COMPLETION: CEU Equivalents Awarded ☐

(Signature of Approver)	(Date of Completion)

SAMPLE

CEU EQUIVALENT CREDIT

VERIFICATION OF SUCCESSFUL COMPLETION

Name _____

School _____

Date _____

Number of CEU Equivalent Hours Requested _____

1. Title and Description of Activity:

2. Date(s) and Time(s) of Activity:

3. Location of Activity:

4. Evidence of Achievement:

_____
(Signature of Staff Member)

- - - -

SAMPLE

REQUEST FOR CEU EQUIVALENT

Name _____

School _____

Date _____

Number of CEU Equivalent Hours Requested _____

1. Need Statement

2. Objective:

3. Description of Activity:

4. Resources Needed:

5. Evidence of Accomplishment:

(Signature)

Staff Development Council Decision:

Number of CEU Equivalent Hours Approved

_____
(CEU Manager)

71

_____
(Date)

[Adopted from form used by North Haven (CT) Public Schools]

SAMPLE TRANSCRIPT

CSDE Approved CEU Provider #573

WESTFIELD EDUCATION CENTER

32 Westcenter Road
Jacksonville, CT 010203
(203)555-1235

TRANSCRIPT
of
Connecticut Continuing Education Units
Awarded to

Name: Smith, David
District: Centerville
School: F.D. Cassette Elem.

S.S. No. 078-12-3456
District Code: 312
School Code: 050

Date of Completion	Activity	Act. No.	CEU	Cum.Tot
07/08/89	Problem Solving Skills.	573-90-066-001	1.0	1.0
11/03/89	Adjusting Teaching Style for At-Risk Children.	573-90-025-003	1.5	2.5
05/15/90	Microcomputer based Chemistry Laboratories.	573-90-054-012	0.5	3.0
08/15/90	Advances in Chemistry	573-90-054-023	2.0	5.0

DATE OF REPORT: 09/30/90 **TOTAL** 5.0 CEU

(official stamp)

SAMPLE CERTIFICATE OF COMPLETION

CSDE Approved CEU Provider #573

WESTFIELD EDUCATION CENTER

32 Westcenter Road
Jacksonville, CT 010203
(203)555-1235

CERTIFIES THAT

David Smith

Has completed activity # 89-0573-001
PROBLEM SOLVING SKILLS
on 07/08/89
and is hereby awarded

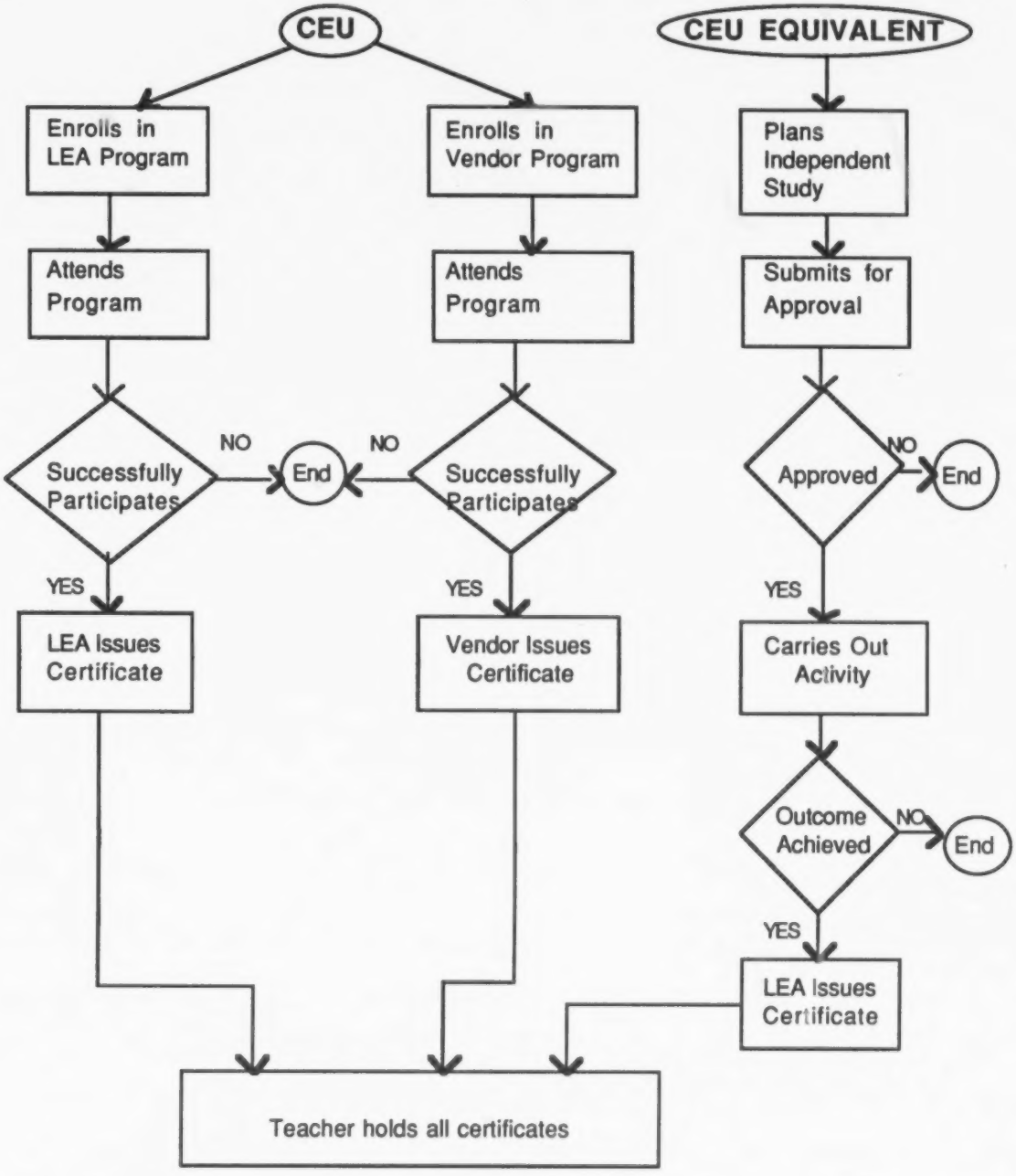
1.0 CEU

_____ _____

Confirmed by **Title**

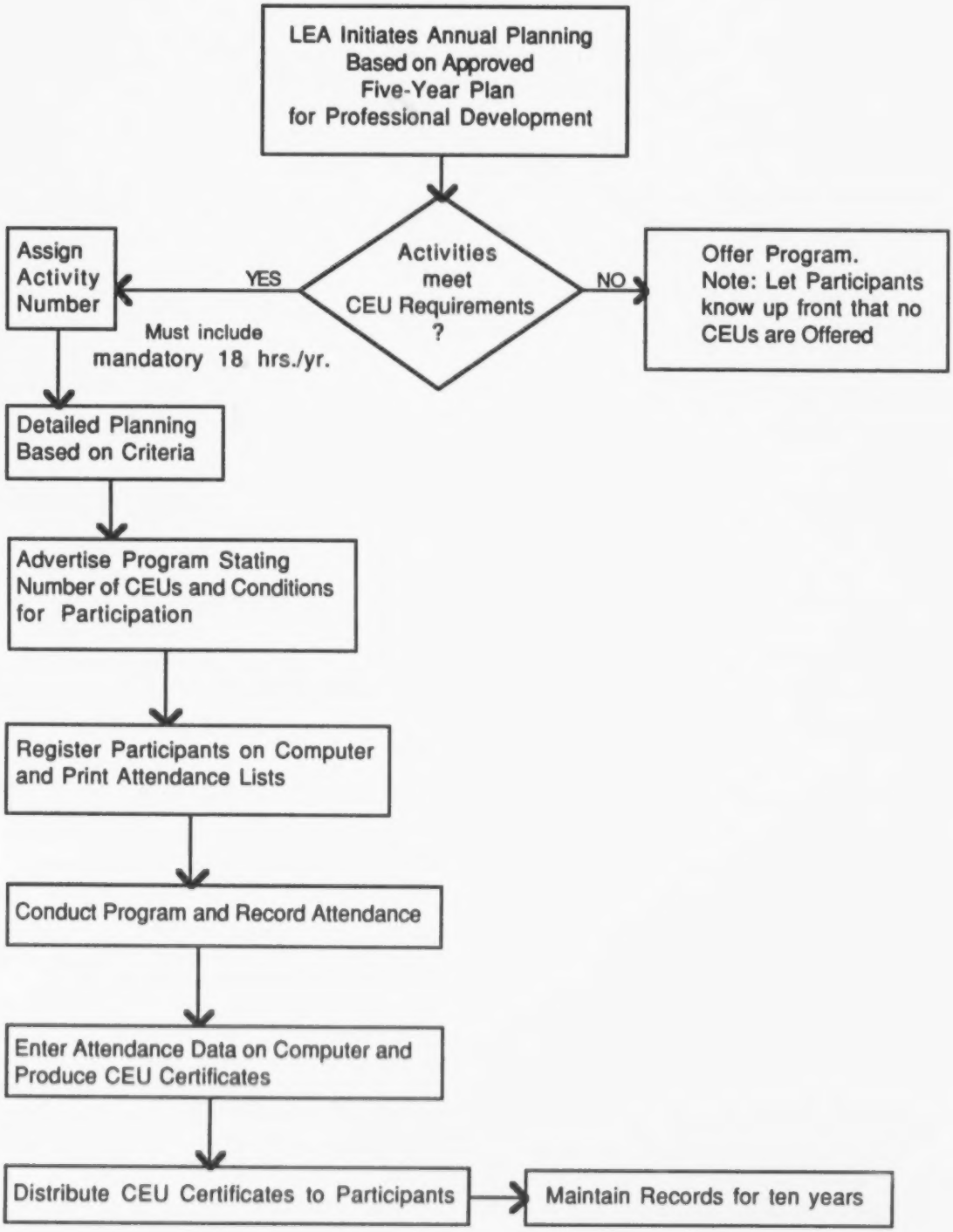
(official stamp)

FROM THE TEACHER'S PERSPECTIVE

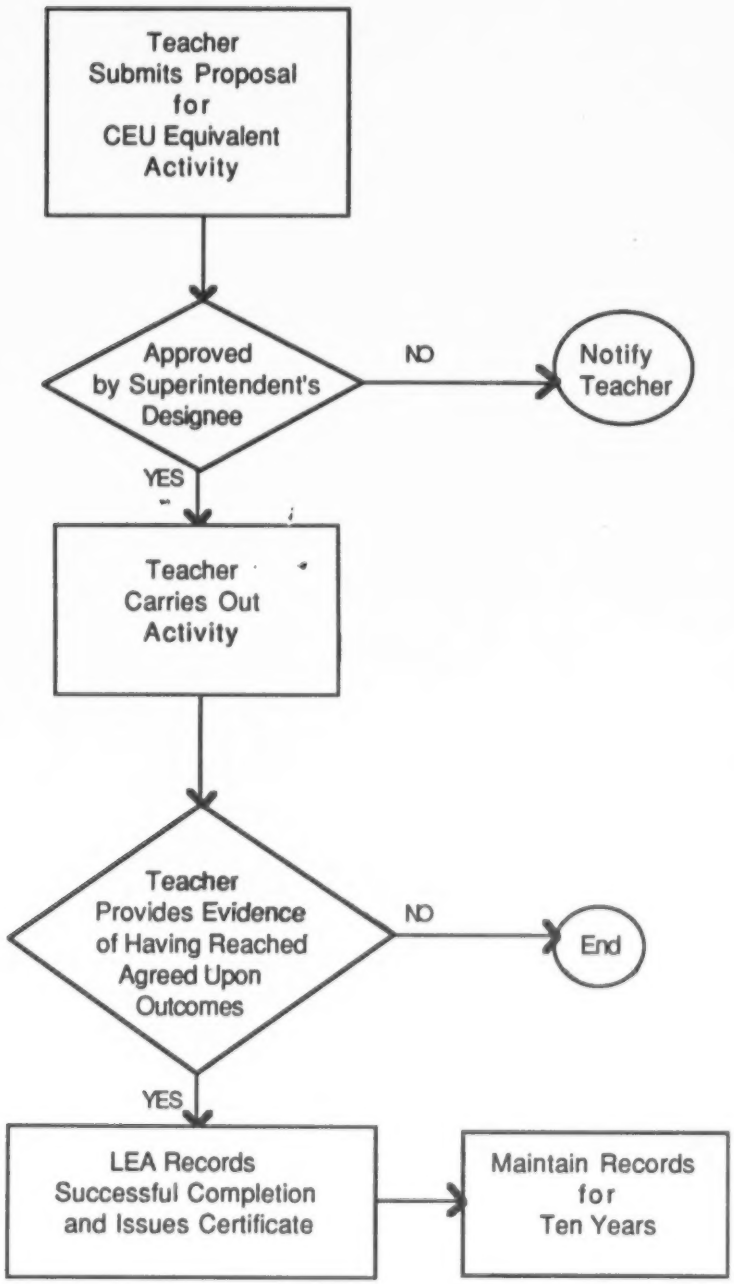


The teacher records details of activities and keeps certificates in personal file.

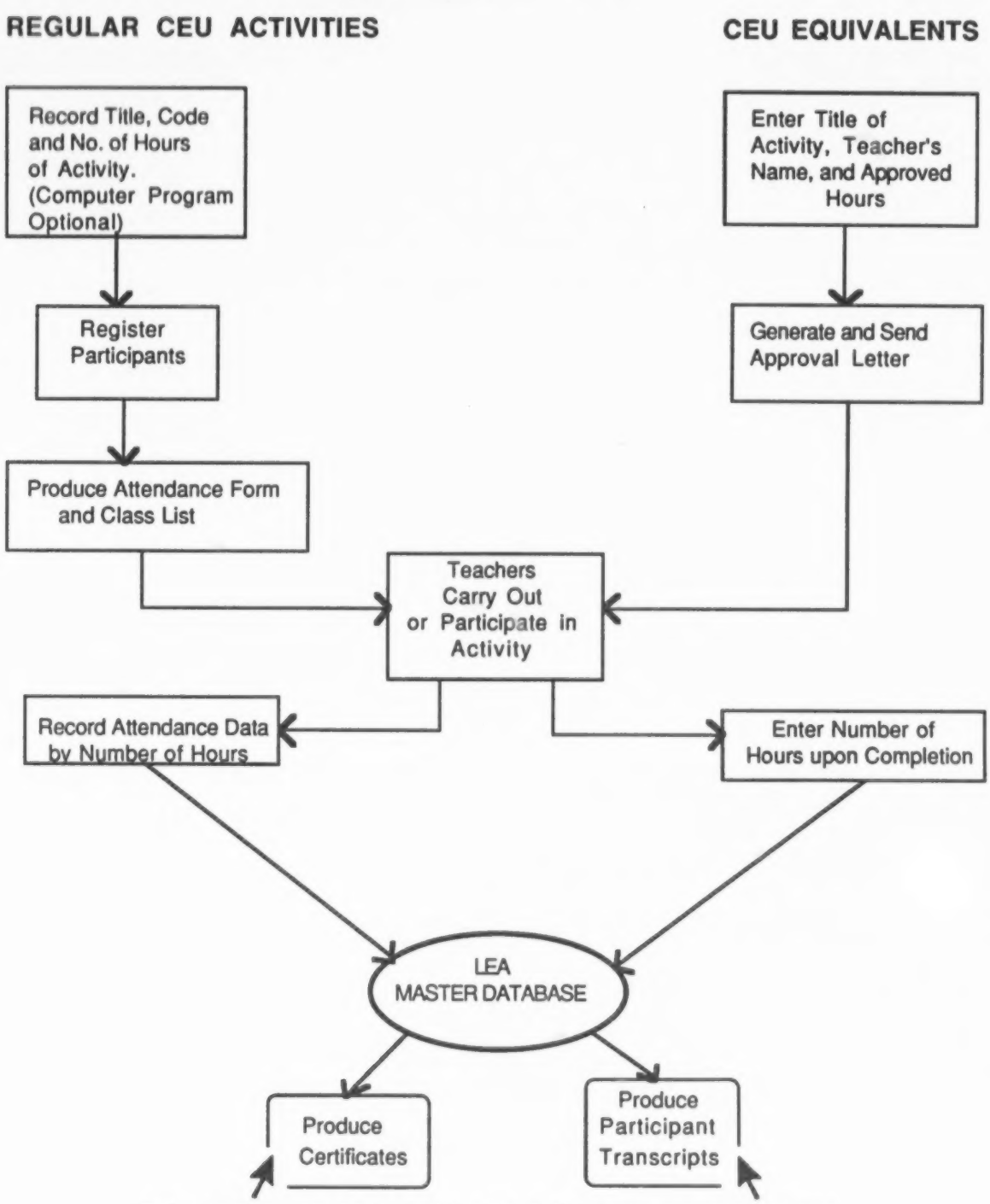
LEA PERSPECTIVE ON CEUs


LEA Initiates Annual Planning Based on Approved Five-Year Plan for Professional Development
Activities meet CEU Requirements ?
YES
NO
Assign Activity Number
Must include mandatory 18 hrs./yr.
Offer Program. Note: Let Participants know up front that no CEUs are Offered
Detailed Planning Based on Criteria
Advertise Program Stating Number of CEUs and Conditions for Participation
Register Participants on Computer and Print Attendance Lists
Conduct Program and Record Attendance
Enter Attendance Data on Computer and Produce CEU Certificates
Distribute CEU Certificates to Participants
Maintain Records for ten years

LEA PERSPECTIVE ON CEU EQUIVALENTS



LEA RECORD KEEPING


REGULAR CEU ACTIVITIES
CEU EQUIVALENTS
Record Title, Code and No. of Hours of Activity. (Computer Program Optional)
Enter Title of Activity, Teacher's Name, and Approved Hours
Register Participants
Generate and Send Approval Letter
Produce Attendance Form and Class List
Teachers Carry Out or Participate in Activity
Record Attendance Data by Number of Hours
Enter Number of Hours upon Completion
LEA MASTER DATABASE
Produce Certificates
Produce Participant Transcripts

This applies to both CEU and CEU equivalent activities

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Summary

Regulations	Compliance Documentation	Implementation	Notes	See Page(s)
(c)(1) Each board of education shall make available annually at no cost to its certified employees not fewer than eighteen hours of professional development activities for continuing education unit credit. Such activities may be made available by a board of education directly, through a regional educational service center or cooperative arrangement with another board of education or through arrangements with any continuing education unit provider approved by the State Board of Education in accordance with subsection (d)(1) of this section.	<u>Documentation for Compliance to (c)(1)</u> • A listing of the specific dates and times made available by the board of education for professional development activities for CEUs during the current year and each of the previous years covered by the compliance review period. • An explanation of how the 18 hours of required professional development activities for CEUs is being provided annually by the board of education at no cost to its certified employees.	This mandate can be addressed by a district in a number of ways. For example: a. A district can schedule professional development activities for CEUs during contractual professional development full or half workdays during which students are not in attendance. b. CEUs can be awarded for activities scheduled during non-contractual time such as early mornings, late afternoons, evenings, weekends, holidays or vacations. c. Cooperative arrangements can be made in writing between or among LEAs or RESCs to provide activities for CEUs during times agreeable to all involved.		7, 14, 33, 35, 36
(c)(2) Boards of education shall grant continuing education unit credit for continuing education unit activities which the certified employees of the board of education are required to attend.	**Documentation for Compliance to (c)(2)** • A listing of all CEU activities which certified employees were required to attend during the current year and each of the previous years covered by the compliance review period, and validation that appropriate CEU credit was granted for successful participation to those required to attend.	• If a certified employee of a board of education is required to participate in a CEU-worthy activity, whether or not CEUs are offered, CEUs must be awarded to that individual and recorded appropriately.		7, 14, 36

Regulations	Compliance Documentation	Implementation	Notes	See Page(s)
(c)(3) Each board of education shall determine the specific professional development activities to be made available with the advice and assistance of the teachers employed by such board, including representatives of the exclusive bargaining unit for such teachers. . . The time and location for the provision of such activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit pursuant to said section 10-153b or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education.	<u>Documentation for Compliance to (c)(3)</u> • Written description of how the advice and assistance of the teachers employed by the board took place during the current year and each of the previous years covered by the compliance review period in the determination of the specific professional development activities to be made available for CEUs. • The name(s) of the representative(s) of the exclusive bargaining unit for teachers involved during the current year and each of the previous years covered by the compliance review period in the determination of the specific professional development activities to be made available for CEUs.	• The local professional development committee established the legislation requiring a five-year plan for professional development has, in many cases, bargaining unit representation and involvement in determining professional development activities. Members of the professional development committee should therefore be included in determining needs and planning programs for CEUs. • The determination of the overall time and location for the provision of these activities is to be made either contractually or, lacking any contractual agreement, by the board of education.		8, 15, 37, 38
(c)(4) Each board of education shall attest to the state department of education in such form and at such time as the commissioner shall prescribe, that professional development activities for which continuing education unit credit is granted by the board of education: *(A) Are planned in response to identified needs,*	<u>Documentation for Compliance to (c)(4)(A)-(c)(4)(E)</u> • A copy of the form, "Proposal for a Professional Development Activity for CEUs" for every activity presented for CEUs during the current year and each of the previous years covered by the compliance review period along with attached resume(s) of presenter(s), signed activity approval and activity closure forms.	• The professional development committee is the logical group to identify needs since it is already doing so under the requirements of the five-year professional development plan. The key to effective needs assessment is the identification of the gap between what the learner knows or can do and what the learner needs to know or do.		8, 15, 31, 37, 43

Regulations	Compliance Documentation	Implementation	Notes	See Page(s)
(B) Are provided by qualified instructional personnel, as appropriate,		• The instructor or presenter, in order to be considered qualified, must have at least the following qualifications: 1. Competence in the subject matter; 2. Understanding of the purpose and intended learning outcomes of the continuing education experience; 3. Knowledge and skill in the instructional methodologies and processes to be used with adult learners; and 4. Ability to communicate the educational content to the participants at an appropriate level.		16, 43, 37
(C) Have the requirements for participation in the activity shared with participants before the commencement of the activity,		The requirements for satisfactory participation should be established prior to the offering of the program or activity. Participants must be informed of those requirements in advance and should know ahead of time that only those who meet those requirements will earn CEUs. Since CEUs are based on contact hours, attendance is always included as a measure of satisfactory completion. Successful participation may also include some combination of performance and attendance.		16, 44

Regulations	Compliance Documentation	Implementation	Notes	See Page(s)
(D) Are evaluated in terms of its effectiveness and its contribution to the attainment of district-wide goals,				16, 45
(E) Are documented in accordance with procedures established by the state board of education.				17, 37
(d)(A)(i) The provider has identifiable staff having the authority to administer and coordinate an organized schedule of continuing education programs.	<u>Documentation for Compliance to (d)(A)(i)</u> • The name and title of the individual designated by the superintendent to manage the district's CEU efforts (CEU Manager).	• The local board of education must designate one individual as the person responsible for managing the CEU program. The designated CEU program manager should have the time and resources needed to be accountable and to carry out the responsiblities for the program's development and implementation at the district level. It is strongly recommended that the person responsible for the professional development program and the CEU manager be one and the same. It is critical that these efforts be integrated and suppportive of one another.		9, 12, 39
(d)(A)(ii) The provider, through its continuing education department or office, ensures that both the administrative and program criteria are followed for learning experiences offering CEUs.	<u>Documentation for Compliance to (d)(A)(ii)</u> • A written description of the procedures developed for internal monitoring of compliance to the administrative and program criteria.			9, 12
(d)(A)(iii) The provider maintains an attendance system, a permanent record for each individual of each CEU awarded, and a syllabus for each course of study offered for CEUs. These records will be available to the State Department of Education upon request.	<u>Documentation for Compliance to (d)(A)(iii)</u> • Description of the attendance system in use, including any specific procedures, forms and verification processes. • A description of the system used to keep records for each individual of each CEU awarded.	• The district's representative professional development committee established under the legislation and guidelines governing the five-year plan for professional development, should work closely with the designated CEU manager and share in the program's decision making and implementation processes.		9, 18, 37

Regulations	Compliance Documentation	Implementation	Notes	See Page(s)
	• A copy of the form, "Proposal for a Professional Development Activity for CEUs" for every activity presented for CEUs during the current year and each of the previous years covered by the compliance review period along with attached resume(s) of presenter(s), signed activity approval and activity closure forms.			
(d)(A)(iv) The provider provides a certificate of completion to participants who have successfully completed program activities, and produces a transcript or other appropriate evidence of completion when such evidence is requested by the individual or the State Department of Education.	**Documentation for Compliance to (d)(A)(iv)** • Sample certificate and transcript.			10, 19, 63, 64
(d)(A)(v) The provider provides or arranges for appropriate educational facilities, library or reference materials, instructional aids, and equipment consistant with the purpose, design, and intended learning outcomes of each experience.	**Documentation for Compliance to (d)(A)(v)** • Assessment of facilities and materials by participants, or description of materials on the form, "Proposal for a Professional Development Activity for CEUs."			10, 20, 45
(d)(2)(A) A CEU equivalent shall be preapproved and may be awarded by a board of education to its employees for successful completion of professional development activities based on ten contact hours of participation in a planned continuing education experience other than an activity granted CEU credit.	**Documentation for Compliance to (d)(2)(A) and (B)** • Locally developed policies, procedures and forms that relate to preapproval, validation and awarding of CEU eqiovalents.			1, 10, 21, 28, 32, 38

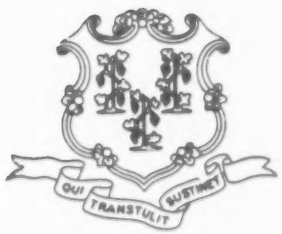
Regulations	Compliance Documentation	Implementation	Notes	See Page(s)
(d)(2)(B) The CEU equivalent may be accepted in fulfillment or partial fulfillment of the requirement for the continuing education unit.	• Examples of proposals for CEU equivalent credit that have been approved, completed and credit awarded.	• Only a board of education can award CEU equivalents; and only to its own certified employees. All CEU equivalents must receive prior approval. It is suggested that a screening committee be formed to help with this function.		21, 38
(d)(3)(A) The board of education shall maintain a record of CEUs or CEU equivalents awarded by the board of education to an employee who holds or held a professional educator certificate.	<u>Documentation for Compliance to (d)(3)(A) and (B)</u> • A description of the system by which the board of education keeps records for each individual to whom it awards CEUs and CEU equivalents.	• A board of education may develop its own CEU recordkeeping system or use the one available from the state department of education.		11, 18, 25, 31, 54
(d)(3)(B) The determination of the number of CEUs or CEU equivalents to be awarded shall be based upon time devoted to professional development content.	• Examples of records that show CEUs and CEU equivalents awarded were based on the time devoted to professional development content at the rate of 10 hours equaling 1 CEU or CEU equivalent.			11, 23, 26, 54

Connecticut State Department of Education

Division of Curriculum and Professional Development
Betty J. Sternberg, Director

Bureau of Curriculum and Instruction
Larry Schaefer, Chief

Project Manager
Hal Portner, Consultant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